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An inservice training program for teachers on Dr. Rudolf Dreikurs's approach to discipline : a case study.

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AN INSERVICE TRAINING PROGRAM FOR TEACHERS ON DR. RUDOLF DREIKURS'S APPROACH TO DISCIPLINE: A CASE STUDY

A Dissertation Presented

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To

Soren Kierkegaard . . .

and his yellow Datsun -

"What is essential is
invisible to the eye."
- Antoine de Saint-Exupery

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Mom and Dad, who have loved me more than I have known.

Dick, who made the challenge of my future more important than the successes of my past.

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Sid, who took me in.

Erin, the why of all the hows.

A B S T R A C T

AN INSERVICE TRAINING PROGRAM FOR TEACHERS ON DR. RUDOLF DREIKURS'S APPROACH TO DISCIPLINE: A CASE STUDY

Diane Elaine Archer - April, 1975
B.A. - University of Colorado
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A case study of an inservice training program for teachers is presented. This program was designed to prepare teachers to utilize the procedures of Rudolf Dreikurs. Although Dreikurs's methods are currently being taught to teachers and counselors at several major American universities, there have been no case studies available which describe any of these programs. The case study describes procedures utilized and their effects on participants of the inservice training program so that replication may be accomplished easily.

Four elements are included in the case study:

1) discussion of the content, planning, structuring and evaluation of the program;

2) recruitment of the teachers who participated in the program;

3) description of each of the ten sessions in the program;

4) discussion of the formative evaluation of the program.

There is a need for inservice training programs which effect desired changes in teacher and consequently student behavior in the direction of creating and maintaining classroom procedures where productive learning can occur. Formative evaluation of this program determined that the program had been effective in reducing discipline problems in the classrooms of the teachers who were involved in the program.

It can be concluded that, when effectively managed and planned for, inservice training programs in Dreikurs's method of classroom management can provide a means for diminishing discipline problems in classrooms. As such, Dreikurs's methods deserve further exploration and study.

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FOREWORD

This study is one of two studies conducted with the participants of a course entitled "Maintaining Sanity in the Classroom." Each study stands on its own merit. The two together give a more comprehensive examination of the program than either one does alone. The companion study is by Hartwell (1974).

The two authors have a strong commitment to the elimination of sexism from our society. In light of this, it was decided to eliminate it as much as possible from the conduct and description of the studies. The English language itself perpetuates sexist thought in our culture by using the masculine pronoun to refer to both sexes. A suggestion by Mary Orovan of the New York Radical Feminists has been adopted in order to mitigate this problem:

> . . . instead of using the masculine personal pronouns "he" or "his," when we really mean children of both sexes, we use the ancient alternative Indo-European root word "co." Where sexist language would use "he," meaning "he-she," "co" is used. "Co" is also used in place of "him" (for him-her), with the context making the difference clear. The old possessive "his" (for his-hers) is replaced by "cos" and "coself" replaces "himself." Humankind replaces mankind (Agel, 1971, p. 256).

We occasionally

stumble over the truth,

but most of us pick ourselves up

and hurry off

as if nothing had happened.

- Sir Winston Churchill

CHAPTER I

Our great-great grandparents must have had a sense, at once comforting and frustrating, of the permanence of things and the slowness of the process of change in both the physical universe and the development of idea-producing advancements. We, on the other hand, have a sense, at once exhilarating and frightening, of the impermanence of both ideas and things, of a "world that alters as we walk on it (Oppenheimer, 1955, p. 11)."

We have not one tradition but many traditions. We have not one way to order our lives but rather many ways to order our lives. We have not one authority to turn to for answers, but rather many authorities to turn to for assistance in asking some of the right questions for us, which we then must individually commit ourselves to answering or refusing to answer, and in so doing, create the form and color and texture of our own existence. The alternatives available to us from which we might choose are only exceeded by the alternatives which will be open to our children and our children's children.

> We must provide our students with a sense of the ways in which both assumptions and conclusions have changed over time, and with the tools with which they can participate in the further evolution of the

> subject. The old doesn't have all the knowledge to pass on to the young anymore, and the best teachers must learn to rejoice when their students surpass them, for in this age of cybernetic revolution and continuous change, static knowledge doesn't exist. . .our responsibility, instead, is to provide conditions in which individuals can come to perceive their own. . .authority and to learn to contribute where it is most relevant (Theobold, 1970, pp. 159-73).

Discipline in the classroom continues to be a problem for teachers, administrators, students, and communities. That discipline is a problem which has not yet been adequately solved is evidenced by the sheer volume of articles and books published yearly on the subject. Discipline, or classroom control, is acknowledged as a problem within the upper levels of the educational hierarchy, where, "Superintendents demand teachers who can control students; boards of education dismiss teachers who lack classroom control (Dodge, 1969, p. 56)." Amos states that, "the general teaching merit of 204 teachers as estimated by their principals or supervisors correlated higher with ratings of 'ability to keep order' than with any other factor measured (1967, p. 12)."

It is not only within the upper levels of the educational hierarchy that discipline is perceived as a problem. Teachers new to the field and veterans of many years' teaching experience share this common concern:

> No one is surprised when new teachers list discipline as their number-one problem at school. But today many seasoned teachers echo the same thing, and some able teachers have left the profession to avoid the daily hassle (Morse, 1972, p. 52).

Even though teachers, experienced and inexperienced alike, perceive discipline to be a serious problem, one might be tempted to assume that their perceptions are a function of the large amount of time they spend in the classroom. However, it is not only teachers and educational administrators who rank discipline as a major problem. Gallup, in a nationwide survey on the attitudes of the public toward public schools, reported that discipline was perceived as the third major problem facing public education, preceeded only by finances and integration (Gallup, 1971, p. 33).

One response of the public to this dilemma is dismaying: "Forty-eight per cent of those interviewed expressed their belief that discipline is not strict enough, (Gallup, 1971, p. 33)." In a similar survey of parents' attitudes on discipline:

> . . . nearly 2/3 of the students' parents surveyed in early 1969 for Life by Louis Harms believe that maintaining discipline is more important than student self-inquiry (Silberman, 1970, p. 145).

Another typical response has been to bring the school personnel together with the intent of designing and agreeing

upon a united front with which to confront student behavioral problems. Mindful of the fact that adults compose only about four per cent of the school's population,

> A simple acceleration of force will not work unless we are prepared to go all the way and confront students with loaded guns. At one time I would have considered this unthinkable in America. Now we have the lessons of Kent State, Jackson State, and others to consider (Larson, 1972, p. 35).

In spite of the imposition of more stringent rules and/or personnel training programs, the net effect of these responses has been a failure to improve the teacher's skills in effective classroom management, as evidenced by a failure to decrease student misbehaviors and a failure to improve the quality of the school environment. Rogers (1943, pp. 21-27) revealed maladjustment in one out of six elementary school children in the sample population, with twelve per cent showing evidence of "poor mental health" and another thirty per cent showing "moderate degrees of poor adjustment."

Maria Montessori, shortly before her death in 1952, called for "disarmament" in education. The current literature indicates that the caretakers of public education-administrators, counselors, and teachers-want help. However:

> Since traditional methods have lost their efficacy, new methods have to be found which can bring results in a democratic setting. Teachers are aware of this requirement, but unfortunately in their groping for democratic approaches they often become confused (Dreikurs, 1957, p. xvi).

A number of studies indicate that both veteran and inexperienced teachers tend to fall back on punitive methods of classroom management when students misbehave (Arciniega, 1972; Borg, 1970; Hunter, 1957; Joyce, 1969; Moffitt, 1963; Wickman, 1929). These studies, ranging over more than forty years, evidence the "handing down" of traditional methods of classroom management from one generation of teachers to the next.

> Silence is demanded. . . despite the fact that school children work in very close quarters. . . students are required to ignore those around them. They must try to behave as if they were in solitude (Silberman, 1970, p. 130).

Students stand to learn at least as much from other students as they do from their teachers. One of their most important learnings, belonging to a group, cannot be learned without each other, and yet, as Silberman (1970) notes, their efforts to build relationships are punished or ignored, while their efforts to withdraw into silence and isolate themselves are rewarded. Glasser reminds, "If you're trying to raise a citizen who's going to apply concepts thoughtfully, you're not going to do it through a punitive system (1973, p. 14)."

Dreikurs (1971) asserts that if teachers knew what to do in order to correct student misbehaviors, they would do it. He feels that teachers need to be educated in new methods for redirecting student misbehaviors, rather than

to be blamed for not knowing what to do. Lewin states that while authoritarian leadership is imposed upon the individual, democratic leadership is a skill and can be learned.

> Learning democracy means, firstly, that the person has to do something . . . [co] self instead of being passively moved by forces imposed on . . . [co]. Secondly, learning democracy means to establish certain likes and dislikes, that is, certain valences, values, and ideologies. Thirdly, learning democracy means to get acquainted with certain techniques, for instance those of group decision (Lewin, 1942, p. 231).

Benne maintains that one does not change from authoritarian to democratic methods of management merely because the situation suggests it:

> Democratic leadership requires attitudes, understandings, and skills which are more, not less, profound and complex than those required by the autocratic leader (1948, p. 203).

Strang (1964) contends that few teachers have been adequately trained for their responsibility to guide students.

There are a number of methods available to teachers for developing and improving interpersonal relationships in the classroom. Many of the approaches developed over the last decade stress the importance of teaching students to be increasingly responsible for their own learning and functioning. The methods of Amidon and Flanders (1967), Glasser (1969), Gordon (1971), Harris (1969), and Rogers (1969), as well as behavior modification and psychological

education are becoming increasingly familiar to educators as ways to improve classroom relationships and diminish discipline problems.

The approach advocated by Dr. Rudolf Dreikurs (1968) and Dreikurs, et al., (1959) offers pragmatic help for reducing the conflict in our schools. Dreikurs (1968) stresses the need to train teachers in methods of classroom management which will help children learn to take increasing responsibility for themselves and to contribute to their social system. To this end, Dreikurs (1959) has developed a method for applying Adlerian (1964) principles to the classroom which teachers can learn and use to foster this goal.

The central concept in Adler's (1964) work is that of "social interest." Adler used the word Gemeinshaftsgefuhl to express the many facets of his idea of social interest and of his resultant concept of humankind. "Social interest" presumes that human society is essential to every individual both for character and personality development and as a primary focus for every motion and emotion in a person's life.

Adler (1964) posits that social interest is innate in every human being, not as a full fledged entity, rather as an innate potentiality which must be consciously developed. As social beings, each person's goal in life is to find a place within a social context, and each person develops a life style through which to achieve this goal of belonging.

Adler (1964) states that each person is born with an innate striving to develop a life style which is useful and contributory to society. When the individual gains approval and support and increasing self-esteem from others and self as a result of cos behavior, co develops a useful and contributory life style. However an individual who becomes discouraged, perceiving that cos behavior is not resulting in a satisfactory place in the social order, will endeavor to belong through misbehavior, developing mistaken ideas of acceptable ways to belong through a useless and noncontributory life style. Such a person will integrate all new experiences in such a way as to confirm and justify cos dysfunctional life style.

Dreikurs (1959) concurs with Adler that all behavior is purposive and directed toward the goal of gaining community support, of finding a place within a social system. He believes that both functional and dysfunctional behavior is learned, and that adults can learn methods to help children develop useful life styles. Dreikurs has developed specific, easily learned methods through which adults can diagnose the child's mistaken goals and redirect the child's useless behavior to useful behavior. These methods seem to be particularly helpful with children up to the age of about 10 or 12. Two essential principles, which form the foundation of Dreikurs's work, are that: (1) children can be understood in terms of their already-developed life styles,

and, (2) their life styles, if dysfunctional ones, can be redirected through proper intervention and encouragement.

Dreikurs's methods, or the Adlerian model (many studies use the two terms interchangeably), are currently being taught at several universities in the United States, primarily at the University of Arizona by O. C. Christensen, the University of Oregon by R. Lowe, West Virginia University by M. Sonstegard, and the University of Vermont by W. Marchant. The Adlerian programs at these universities focus primarily on the training of counselors. Some efforts have been made to train inservice teachers through workshops, continuing education courses, and summer training programs, but teacher training has been secondary to counselor training.

It is not surprising that the dissertations which have been completed at these universities during the past three years focus on the effectiveness of Dreikurs's methodology within the realm of school counseling and guidance programs. (See Bibliography-Counseling Studies, for an extensive list of dissertations completed during the past three years focusing on application of the Adlerian model.) However, elementary school children spend about thirty hours a week in the classroom. If every child were to receive an hour or two of counseling each week, that would account for only from three to seven per cent of the child's school week. In fact, the majority of students receive no

counseling from the school counselor during their years in school. The classroom teacher is potentially a much more significant and continuing influence in the child's life than the guidance counselor. Although a number of the counseling studies mentioned above have included peripheral teacher training, recognizing that the work of the counselor could be sustained in the classroom, research investigating the effectiveness of the classroom teacher using Dreikurs's methodology is lacking. There appear to be no research studies investigating the effectiveness of any aspect of Adler's and Dreikurs's approach applied within the classroom. This is in spite of the fact that it is the teachers and children who daily suffer the consequences of children's misbehavior. Numerous articles, books, surveys and polls describe a perceived need for help in classroom management. (Education Abstracts, 1960-1973)

The specific and primary research need is for case studies of effective inservice training programs which focus on problems common to the larger community of teachers. The kind of case studies needed are those which endeavor to "capture and chronicle the detailed process of the changes we seek and often observe (Bennis, 1968, p. 230)." Hopefully, this case study can serve as an effective teaching tool for future practitioners.

The purpose of this dissertation is to describe the process of an inservice training program, in Dreikurs's

method of classroom management, as it occurs. This case study will include:

1. Description of the content, and the activities used to teach the content, in each class session;

2. Selected responses of the participants to each session from post-meeting evaluation sheets, journals, and brief case study reports of their experiences as they apply their new skills, in their own classrooms;

3. Selected responses of the facilitators to each session from facilitators' logs and systematic observations;

4. Ongoing evaluation of the participants' understanding of the concepts presented and their ability to apply those concepts to simulated classroom misbehaviors;

5. Particular attention given to those times when the actual implementation differs, in response to formative evaluations or in response to human interaction within the process of each session, from the original design of the training program.

To lend additional support to a successful and effective training program, a pilot test of the design was conducted prior to this study in two successive courses with two separate groups of elementary teachers-in-service. The courses were enthusiastically received by the teachers and were reported by many of them to have improved relationships and diminished discipline problems in their classrooms.

There are three bases for using an inservice training program as a vehicle for further development of Dreikurs's procedures. First, the occurence of disruptive behavior is

a pervasive problem for a majority of teachers. Second, there are far fewer positions available each year for new teachers. "In 1969, there were 78,000 new positions, in 1970 the figure dropped to 36,000, and in 1971 there were only 19,000 such positions available. In such a situation, inservice education takes on a new and greater importance than ever before (Cunningham, 1972, pp. 584-6)." Third, a survey based on a 4% sampling of 16,000 school administrators in 50 states, with 36% response, indicates that a majority of school systems offer inservice teacher training programs and that a majority of the teachers attend. This is in spite of the fact that a majority of the school systems do not offer remuneration or professional credit for attendance, and a majority of the inservice programs are not held during the school day.

Training programs for the continuing education of inservice teachers are not new. The first educational workshop was held in 1936 (Myers, 1951, p. 249). "By 1951, the workshop, as a device for inservice education, had extended all over the United States and had spread to foreign lands (Anderson, 1951, p. 251)."

Although the workshop as a vehicle for the inservice training of teachers has existed for nearly forty years, no one neat packaged design has emerged which might be utilized by successive practitioners in the field:

> There is no blueprint for inservice organization. The design or structure must grow out of the problem under consideration and the techniques of working often challenge the ingenuity of an organizational specialist (Moffitt, 1963, p. 341).

However, there do appear to be a number of factors which, when considered, provide a supporting structure which can enhance any effective workshop or inservice design. These factors, which have been isolated and discussed in detail by Dubenezic (1972), can be grouped into four categories: (1) content of the inservice program, (2) planning the program, (3) structuring the program, and, (4) determining the results of the program.

The content of the program should be addressed to important problems of the school as viewed by the staff (Filep, 1970; Goodlad, 1970; Roberts, 1964). In his study of sixty-seven elementary schools in the United States, Goodlad reported a "formidable gap" between the inservice activities of teachers and the important problems of the school as mentioned by the staff (1970, p. 65). The content of the program should also intend to improve the quality of instruction in the school by helping the staff increase their knowledge, acquire new methods, and/or learn new skills (Asher, 1967; Dagne, 1968; Rubin, 1970). "Improvement in instruction eventually requires a change in teachers' behavior (Roberts, 1964, p. 16)." Roberts (1964) and Mindel (1967) suggest that inservice programs which

help teachers function in a guidance capacity leading to more effective teacher-pupil interaction in their classrooms can be of particular value.

In planning the program, three factors should be considered. First, the support of the school's administrators should be enlisted and their participation in the program should be encouraged (Brickell, 1961; Moffitt, 1963; Rubin, 1970; Turner, 1970; Westby-Bigson, 1967). Rubin's study of twenty-seven schools indicates that:

> Inservice education is virtually useless if the objectives of the training program are not valued and rewarded--if with nothing more than esteem--by the power structure of the school (1970, p. 14).

Particularly, the school principal has a crucial role in supporting the program and in sanctioning the activities that occur (Bigelow, 1969; Rauch, 1968; Turner, 1970). Second, it should include teacher participation in the planning (Filep, 1970; Hodges, 1960; Moffitt, 1963; N. E. A., 1966; Tyler, 1971; Wynant, 1971). The importance of this factor is described by Moffitt:

> A relatively new concept is that leadership in a democracy appropriately shifts from person to person as one after another contributes ideas that extend or push the group effort in the direction of the goal that is sought (1963, p. 77).

Because the utilization of "experts" as the sole leadership of the program denys the development and growth of the teachers' own skills (Hodges, 1960), the responsibility

for the program should be shared among experts and teachers for maximum utilization of strengths and development of skills. Third, planning for the program should insure voluntary participation on the part of the teachers (Boznango, 1968; Hodgson, 1954; Moffitt, 1963). Moffitt states that:

> Only under those circumstances in which teachers find their own problems and want to do something about them can effective in-service education programs exist (1963, p. 59).

The structure of an effective inservice training program includes consideration of three factors. First, the program should include varied instructional activities to provide for individual differences in the participants' interests, capabilities and needs (Bush, 1971; Rubin, 1971; Shannon, 1969; Westby-Gibson, 1967). Rubin (1971) states that, "One of our crucial problems is to invent procedures through which professional growth can be personalized (p. 250)." Second, the inservice program must be conducted so that desired teacher behaviors are modeled rather than being verbally described (Arciniega, 1972; Dinkmeyer, 1971; Moffitt, 1963; Robers, 1942; Rubin, 1971). Arciniega states that:

> There is a surprising failure of teachers to change their classroom interaction patterns in response to existing knowledge of human behavior. This failure may be due in part to the fact that the behavioral principles teachers need to understand are often taught only in an abstract, theoretical manner (1972, p. 7).

Dinkmeyer's experience with inservice teacher training programs has convinced him that:

> Teachers are not helped significantly through lectures and discussions. There must be personal involvement and the opportunity to test new ideas, see how they fit with one's personality, and exchange with colleagues the results of new approaches (1971, p. 618).

The third factor to be considered in structuring the program is that the program should focus on the actual problems that teachers encounter in their classrooms, and provide for practice in applying those skills learned to actual or simulated classroom environments or a combination of both (Brain, 1969; Dinkmeyer, 1971; Harris, 1969; McEachern, 1968; Meade, 1971; Moffitt, 1963; Piaget, 1929). Harris (1969) asserts that teachers should be active as subjects participating in a program which involves them in learning, rather than as objects acquiring information passively.

> When I say "active," I mean it in two senses. One is acting on material things. But the other means doing things in social collaboration, in a group effort . . . where children must communicate with each other . . . This is an essential factor in intellectual development. Cooperation is indeed co - operation (Piaget, 1929, p. 71).

This statement on the learning processes of children might as easily apply to adult learning. Significant interactions can occur in silence as well as in verbal exchange; they are not likely to occur when people consistently face each other's backs.

> Teaching is living and working toward the optimum growth of everyone concerned. It is essentially a process of interrelating as students and teachers extend themselves toward ever-expanding goals. Its success depends largely upon the way each individual relates to each other individual (Moffitt, 1963, p. 27).

Finally, the results of the program should be considered. The inservice design should provide for an evaluation of changes in the participants' knowledge/attitude behavior and that of their students as well (Asher, 1967; Denemark and MacDonald, 1968; Harris, 1969; Rubin, 1971; Westby-Gibson, 1967). Asher (1967) and Westby-Gibson (1967) conclude that inservice programs have been hindered by a lack of sound evaluation. Asher (1967) notes that the primary measure used to evaluate the success of most inservice programs is teacher enthusiasm. The National Education Association Research Bulletin (March, 1967, p. 26) states that, "An important part of any inservice program is appraisal and evaluation of the program." Meade (1971) stresses that changes do not have to occur in all of these areas to legitimize the program, that the changing of participants' behavior is a legitimate objective of inservice training.

An important consideration is the amount of disturbance and interruption the evaluation process creates in the school and in the classroom. However, the focus should remain on the evaluation:

> When he was U. S. Commissioner of Education, Francis Keppel told of the college professor

> who conducted a study in a high school and then brought her results to the high school principal. The principal brushed aside the researcher's findings, told her that he was pleased with the experiment - not, it turned out, because of its merit, or because it might improve his school, but because it had not disrupted his classes. His farewell to the investigator was cordial. "It's been a wonderful experience having you here," the principal said. "You haven't bothered us at all." (in Cohodes, June 1968, p. 26).

This study concerns itself with documenting the training program and, therefore, will gather data on changes in participants' knowledge/attitude/behavior to serve as ongoing evaluation of the program itself. The companion study (Hartwell, 1974) provides data on the effectiveness of this inservice program as evidenced by changes in participants' and their students' knowledge/attitude/behavior in their classrooms.

There are three significant limitations of this study. First, the person who designed the study will be on the implementation team, document the training program, and conduct the evaluation of the training program itself. Second, there will be no control group which would help determine whether changes are attributable to the inservice training program. Third, time duration for evaluation of the training will be limited to pre- and post-testing. Ideally, additional follow-up studies over several months would establish sounder data for determining the effectiveness of the training model.

STRENGTHS OF THE STUDY

1. The coordination of this study with another study by Marie Hartwell (1974) makes possible an articulation and evaluation of the program in these dimensions:

    a. A case study of an inservice teacher training program in Dreikurs's methods of classroom management, and

    b. evaluation, before and after the program, of:

        1. teachers' perceptions of themselves as effective practitioners of the skills of democratic classroom management;

        2. teachers' ratings of changes in student behaviors, and;

        3. students' perceptions of changes in their classrooms with respect to the degree of establishment and maintenance of democratic procedures and attitudes.

2. Hartwell (1974) and I have pilot tested the inservice program presented in this study twice with two separate groups of elementary inservice teachers. The courses were received enthusiastically and reported by participating teachers to have effected major behaviorial changes in some of their students.

CHAPTER II

PROGRAM DEVELOPMENT

In this chapter the groundwork which was undertaken to prepare for the actual implementation and documentation of the inservice training program will be discussed. Three major areas will be delineated in this chapter:

1. The participants in the inservice training program (see Appendix W), and their recruitment;
2. The goals of the program will be presented and the rationale for their selection and sequencing will be given;
3. Data sources utilized in the description and evaluation of the case study will be given.

After determining the need for inservice training programs which train teachers to redirect student misbehaviors, and having chosen to use Dreikurs's methodology as the content of this inservice training program, the next process was to locate a group of teachers who would be interested in participating in the program.

The ideal situation in which to implement the program would include 10 - 20 participants teaching grades K-4, all located in the same school building, so that they would support each other as they undertook the difficult change process of implementing new procedures in their classrooms. They would be working in some type of team

situation with flexible scheduling and grouping procedures, so that we would not have to start at the beginning to overcome the handicaps of rigid time-block scheduling and teacher-centered, lecture-only method of instruction. They would represent a variety of ages and years of professional experience and temperaments, in order to bring to the program a healthy balance of idealism, realism and skepticism. They would be willing to dedicate ten weeks to learning and practicing the skills we would teach them. They would be cheerful, optimistic, energetic, and doggedly persistent. Their attention would never waver, and they would defer judgment, believing until they had enough information to disagree wisely. They would be open and honest with each other and with us in sharing their successes and their failures so that we would be able to learn from each other. And, they would be located no more than two hours' drive from Amherst.

In the meantime, we set about the practical business of finding a school. From conversations with faculty at the School of Education and with local educators, we compiled an address list of twelve possible school systems in which we might implement our program. We chose this method of locating a school, rather than communicating with all of the superintendents or principals in Massachusetts, northern Connecticut and southern Vermont (although we felt any school system might benefit from an inservice program in

Dreikurs's methodology) because we discovered that we had several clear requirements, some clear preferences, and limited time in which to find the participants for our inservice program, and, we had a heavy investment in structuring the probability of locating a school system in which we could predict maximum success in achieving our goals in a very short period of time (8-10 weeks).

A letter was composed and sent to each of the twelve administrators stating what we intended to offer--an inservice program in Dreikurs's method of classroom management, at no cost to the school system, with university credit available to participants for the cost of processing only, and explaining what we needed in return--permission from the participants to study them and some of their students as the subjects for dissertations. In an attached sheet, the goals and rationale for the proposed inservice training program were described. (See Appendices A and B.)

Several of the schools responded, indicating an interest in the proposed program. Of those responding, the school system which appeared to most closely fit our requirements and preferences was the Maple Street Elementary School in Easthampton, Massachusetts. The principal advised us, in one of several telephone conversations, that he had shown the letter and proposal to many of the teachers and that seven teachers were already definitely interested. A meeting was scheduled with the principal, teachers, and

one teacher aide during regularly scheduled faculty meeting time, to discuss further the intent of the program, to determine tentative dates and times for the program, to assure them that graduate credit and/or increment credit had been approved for participants successfully completing the program, to clarify what we needed in return, to answer their questions and encourage their participation in the program. Prior to meeting with the faculty, we spent the day in the school talking with and observing students, teachers, and the principal in order to gain a first-hand sense of how the school was managed. At the conclusion of the meeting, the teachers were asked to sign up in the office within the next two days if they wished to participate in the program. In two more days, fourteen teachers, one teacher aide, and two University of Massachusetts School of Education doctoral candidates had elected to participate in the program. The principal stated that, although his schedule would not allow him to attend all of the sessions, he would join us whenever he could. He was supportive of our efforts and of the teachers' efforts in this way and in many other ways throughout the program. Descriptive data about the participants can be found in Appendix W.

The principal of the school, one participant from a nearby school and two process observers also attended the program. The principal attended all or part of four

sessions and was unable to attend the rest of the sessions because of other commitments. One participant from a nearby school joined the program at the second session. She had heard enthusiastic reports from some of the Maple Street School participants and requested permission to take the course. The two graduate students at the University of Massachusetts School of Education who wished to add to their understanding and skill in Dreikurs's methodology also agreed to serve as process observers for the program. They are both skilled in process observation, organizational development and human relations skills.

Each participant, with the exception of the principal and the process observers, selected three children with whom co would work. The three children selected were to include one "model" child who was perceived to demonstrate no misbehavior problems and two "focus" children who were considered to demonstrate misbehavior problems in the classroom. Although these students did not have direct contact with the program, they often were involved directly indirectly through specific assignments their teachers carried out as they applied Dreikurs's methods to their classroom.

GOALS OF THE PROGRAM

The goals of the program are expressed in the specific skills which the participants are expected to demonstrate as they progress through the program. A list of those skills comprises Appendix C. Those skills have been selected and

sequenced so that training in specific methods of correction preceeds training in non-specific methods of correction for these reasons: (1) Methods for dealing with specific misbehaviors are more quickly learned and applied than are methods for working with the whole class more effectively, thus providing the possibility of immediate reinforcement for the participants; (2) It takes only a few disturbing children to upset the whole class and drive even the best intentioned teacher back to using punitive methods of discipline. Training for specific methods of correction, before non-specific methods are introduced, gives the teacher skills for dealing with these disturbing children early in the program.

DATA SOURCES

The following sources of evaluative data were utilized to guide the development of the content and process of the program and to determine the success of the program in terms of how it fulfilled those factors which are important in the implementation of an effective inservice training program for teachers:

1. Facilitators' journals of events from the time the Dreikurs's program was pilot-tested to the time when this program was concluded, including observations, comments and reflections;

2. Verbal and/or written examination at each session evaluating the participants' understanding of the concepts presented;

3. Experiential evaluation of the participants' ability to apply those concepts through the use of simulated classroom situations;

4. Responses of the participants to each session from post-meeting feedback, journals and brief case study reports of their experiences as they applied their new skills in their own classrooms;

5. Responses of process observers to each session;

6. Responses of the facilitators to each session, from facilitators' logs and observations;

7. Evaluation of the participants' final projects, using a checklist (See Appendix C) which delineates the concepts and skills required of the participants for successful completion of the program and for successful practice of the Dreikurs' methodology.

CHAPTER III

THE CASE STUDY

The following case study is a description of an action-research model for inservice training of teachers which guided the facilitators' efforts in working with a group of elementary school teachers. The training program was intended to instruct teachers in a method of classroom management developed by Dr. Rudolf Dreikurs. The training program consisted of a series of training sessions and related planning and evaluation sessions. The case study analysis of the training program includes data relating to all phases of the facilitator-participant relationship from February 5, 1974, the first session of the training program, through May 31, 1974, when the final formal meeting with the participants occurred.

Organization of the Case Study

Each of the ten sessions of the training program is presented as follows:

1. The summary description of the original design preceeds the case study description of each session;
2. The content and process of each session are documented, with the steps corresponding to those in the original design;

3. Where the implementation of a step requires no further explanation than that given in the summary description of the original design, the reader is referred to the summary description;

4. Where the implementation of a step differs from that given in the summary description of the original design, the change and rationale are included in the case study report;

5. The purpose, equipment/materials, and assignment for each step in the implementation are given in the description, and are not repeated in the case study unless changes were made;

6. Discussion follows each session and includes data from facilitators' logs and observations, and process/observers' and participants' feedback.

Books Utilized in the Training Program

Required reading for the participants in the course included all of Maintaining Sanity in the Classroom (M. S. I. C.), Dreikurs, et al., 1971, and parts of Psychology in the Classroom (Ps.C.), Dreikurs, 1957, and Fundamentals of Adlerian Psychology (F.A.P.), Dreikurs, 1953.

Equipment and Materials Used in the Program

Materials developed by the facilitators for use in the program and materials which are not available elsewhere are reproduced in Appendices B - T and V.

Equipment and materials used in the program which are available from other sources are referenced in the bibliography under the heading "Equipment and Materials."

Assumptions

Individuals who intend to implement a training program in Dreikurs's methodology must have expertise in the following areas:

1. The Adlerian model/Dreikurs's method as it applies to cos particular training situation;
2. Designing and implementing training programs in cos particular situation;
3. The human relations skills required to design and implement training programs which utilize activities and methods of grouping and processing to enhance the personal as well as the professional growth of participants.

Schedule for the Program

The training program covered the six weeks from February 5, 1974 to March 20, 1974. The sessions were scheduled for three hours each, with the exception of the sixth session which was a six hour Saturday session. Almost all the sessions ran at least thirty minutes overtime. If the participants had had more time between sessions to assimilate the written material and to adjust to the new ways of thinking which were presented in class, the over-time situation might have been alleviated.

Process Observers

Two doctoral candidates who are skilled in process observation attended nine of the ten sessions as participants.

Immediately following each session, they shared their observations with the facilitators. They wished to learn Dreikurs's method and agreed to serve as process observers in exchange for being permitted to participate in the program. As such, they were in the unique position of being able to observe occurrences from a participants' perspective. They provided the facilitators with valuable feedback which they would not have had otherwise.

Events Which Occurred at Every Session

During each session there were business details requiring attention which did not come under the specific goals of the program; for example, explaining the Pass-Fail grading policy of the University of Massachusetts School of Education. Time was also provided during each session for "comfort and caring" or group maintenance; for example, sharing significant experiences, positive and negative, of the past week. A "caffeine and snack brigade," usually two volunteers for each session, prepared coffee and snacks to keep us all alert for another three hours after an already full day's work, and for our Saturday session. Throughout the training program, each participant compiled a combination notebook/journal which included class notes, assignments, handouts and personal reflections; in short, an ongoing record of their knowledge and application skills and attitudes as they progressed through the program. At the

conclusion of each session, participants were asked to give feedback to the facilitators by responding to the following questions:

1. What, if anything, stands out as being significant for you during the session? Please be as specific as possible.

2. When, if ever, did you feel uninvolved during this session? Please be as specific as possible.

3. What question(s) do you have from this session that you feel you need more of a look at during the next session? Please be as specific as possible.

SESSION ONE: SUMMARY DESCRIPTION

Step	Process	Content	Process	Equipment/Materials	Assignment
1.	Setting forth the goals of the program	See Appendix C, M.S.I.C., Project Checklist and Appendices A & B, Letters to Schools	Lecture followed by whole group discussion; stress this is an overview	Copy of Appendix C for each participant and objectives from Appendix B	Read and keep in notebook.
2.	Setting forth the goals of this session	Agenda for today (See Purpose Column)	Brief explanation and question time	Today's agenda on newsprint	Notes in notebook.
3.	Setting forth the requirements of the program	See Appendix D "Course Expectations"	Explanation and question time; stress overview	Copy of Appendix D for each participant	Read and keep in notebook
4.	Legitimizing participants' current and emergent goals as valid input to guide the actual program design	Share "Content, Planning, and Structure of the Program as a Factor of Effective Inservice Training Programs	Brief lecture presentation and discussion	Content, part one, Planning, part two, Structure, part three on newsprint (See Chapter I)	Consider factors, and share your goals -written or verbal- as they emerge.
5.	Community Building among participants and facilitators	Name Tags and Concentric Circles (Hawley & Hawley, 1972)	Dyad and large group sharing; processing applications	4x6 file card and pin or tape for each person	Save name tags. Note topics in notebook for possible use later in your classroom.
6.	Introducing Alfred Adler and Rudolf Dreikurs	M.S.I.C., pp. IX-XII and pp. 1-15, paragraphs 1-4, and F.A.P., pp. 1-14.	Lecture	Chalk board or newsprint.	Take notes in notebook.
7.	Considering the influence of birth order as one method of understanding children	M.S.I.C., pp. 45-49, F.A.P., pp. 37-42, and handouts (See Assignment Column) "Cooperation Squares" (Pfeiffer-Jones, 1969)	Brief lecture; Small group experience; processing small group experience; discussion of implications for classroom	"Cooperation Squares"; newsprint to record participants' responses; newsprint to record implications	Read: "Why Study Birth Order" and "Characteristics of the Family Constellation" (Univ. of Vermont mimeographs) Write: One page on your own family constellation Complete: Walker Behavior Checklists

SESSION ONE- FEBRUARY 5, 1974

Steps One through Four - Content and Process

Implemented as indicated in the original program design (see p. 32).

Step Five - Content

Each participant and facilitator chose, from word pairs the word in each pair co felt more closely identified with, and wrote that word on cos name tag. The six pairs of word pairs used were: a) silk or denim, b) kite string or clothesline, c) spender or saver, d) circle or triangle, e) poetry or novel, f) violin or drum.

Step Five - Process

The following process was repeated for each of the six word pairs:

Using opposite sides of the room, persons grouped themselves physically with those who had chosen the same word, formed dyads, and explained to each other what their choice meant for them. Then the two large groups faced each other and, one group at a time, shared with the other group some of the meanings their choice had for them.

Processing of this activity focused on:

(1) Getting to know each other;

(2) Integrating the group;

(3) Appreciating our similarities and differences.

Discussing applications of this activity to one's own classroom included:

(1) Helping students to know each other through structured activities;

(2) Integrating the class, which is essential to the effective use of Dreikurs's method;

(3) Helping students to appreciate similarities and differences.

Change from Original Design

The "Concentric Circles" activity was deleted from this session because the objectives were achieved using the name tags. Participants became involved in the name tag activity, learning about each other in new ways, - "I never knew that about you before, and we've been teaching together for two years" - and discussing applications for this activity in their own classrooms - "It's a way to help students get to know each other and to encourage quiet students to participate, especially at the first of the school year" - so that the time originally planned for both name tags and concentric circles was consumed with the name tag activity. Also, activities of this type are especially helpful in generating energy and focusing attention after a full day's teaching. Participants reported feeling energized and ready to begin with Dreikurs.

Step Six - Content

The content (see p. 32) concentrated on giving an overview of the following concepts central to Adler and Dreikurs's work:

(1) The importance of human society in the development of the individual;

(2) The three life tasks set by the human community for every individual;

(3) The necessity to nurture the development of social interest;

(4) The development of life style;

(5) The view that all behavior is purposive, i.e., goal-directed;

(6) The development of useful behavior and of useless behavior;

(7) The problem of discipline in a democratic society;

(8) The importance of observing behavior in order to diagnose the goal(s) for misbehavior and to redirect the person toward constructive behavior.

Step Six - Process

The content was presented in a lecture. The above concepts and their relationship to one another were illustrated on newsprint. It was stressed that the presentation was intended to be an overview of the concepts, not the in-depth study which would be accomplished gradually throughout the program. Following the lecture, questions from the participants sought to clarify, rather than to challenge the concepts.

Step Seven - Content

The content (see p. 32) concentrated on:

(1) The family as the first social system where we, as social beings, learn to function;

(2) Using knowledge of the family constellation as one method of understanding children;

(3) The fact that a five year space between children often begins a "new family";

(4) Emphasizing that it is not the fact of birth order, but rather the child's interpretation of cos place in the family that is important;

(5) Observing the child's behavior, in addition to utilizing information from the child on cos interpretation of cos place in the family, as aids to understanding the child.

Step Seven - Process

Participants were asked to join one of four small groups according to their own birth order: youngest, middle, oldest, or only. Each group had two volunteer recorders. Participants then shared, "What it meant to me to be in this place in my family," each person using two minutes. Then the recorders reported the information to the whole group, which the facilitators recorded on four sheets of newsprint, one for each family position. As is to be expected, many of the same feelings and behaviors appeared under all four family positions. At this point, a mini-lecture was delivered emphasizing, again, the uselessness

and possible harm of generalizing what a person's behavior will be from cos family position.

The same groups were each given a set of "Cooperation Squares," and were asked to follow these directions:

> Distribute the pieces as evenly as possible among the members of your group. Each group has the material necessary to make five equal-sized squares, without altering the pieces in any way. Each group is to complete five squares as quickly as possible, without talking or indicating in any way that you need a piece which someone else has. You must wait for a piece to be offered to you and you may offer your pieces to other members of your group. During the activity, be aware of how your group works together and how you participate in the group.

Processing of this activity focused on:

(1) Completion of the task;

(2) Each individual's perception of cos contribution;

(3) Group discussion of the group dynamics in each group.

Participants observed that the ideas they developed in their early childhood about how to belong in their family social systems had developed into life-long and somewhat one-sided life styles. "Leaders" reported difficulty working with their group. "Helpers" reported difficulty assuming a leadership role. The "middle" group competed against the "oldest" and "only" groups, rather than cooperating with each other. Participants observed that leading, following, competing, cooperating, and many of the other behaviors listed on the newsprint for each family position are neither

good nor bad. Rather, they are skills which we can help all of our students to develop and to use appropriately.

Participants' Feedback

Participants expressed an appreciation for the "cooperation exhibited between the facilitators," and the way in which a "sense of becoming a group was developed and you joined right in with us." Eight participants listed the coffee break as the only time when they felt uninvolved. Except for two participants, the rest reported that they didn't feel uninvolved at any time. Those two felt uninvolved during the "Cooperation Squares" activity while they were waiting for the other groups to finish. All of the participants wanted to know more about birth order, asking many specific questions about various aspects of family constellation (sexes of children, divorce, miscarriage, remarriage, etc.).

Process Observers' Feedback

Generally, participants appreciated the opportunity to get to know each other on a personal level. However, some participants expressed discomfort that they might be asked to reveal too much of themselves to their peers. There were "killer statements" (self and other put-downs) during the "Name Tag" and "Cooperation Squares" activities.

Facilitators' Observations

We were pleased that the large amount of lecture time at the beginning didn't leave some people feeling uninvolved. It was our intention to give the participants an overview of the entire program which would be useful rather than overwhelming. Emphasizing this as an overview, and not something we expected them to understand completely today, seemed helpful. Giving them copies of goals and requirements, and asking them to take notes also seemed to provide a structure to help participants focus on the content. In spite of having worked together for over a year, they seem to be almost personal strangers to each other.

Making Plans for Session Two

Address their concerns about revealing too much personal information. Also, discuss "killer statements." Continue structured community building activities. Continue working on birth order, looking at questions from feedback and their own family constellations from homework assignment.

SESSION TWO: SUMMARY DESCRIPTION

Step	Purpose	Content	Process	Equipment/Materials	Assignment
1.	Setting forth the goals for this session	Agenda for today (See Purpose Column)	Brief explanation question of time	Today's agenda on newsprint	Note in notebook
2.	Community building among participants and facilitators	Name tags and Concentric Circles (Hawley & Hawley, 1972)	Dyad and large group sharing processing	Name tags from last session	Save name tags and note topics in notebook for possible use later in your classrooms
3.	Responding to feedback questions on birth order	M.S.I.C., pp. 45-49, and handouts (See Session One Assignment Column) and writing assignment from Session One; F.A.P., pp. 37-42.	Mini-lecture Demonstrate and practice with illustrations; small group sharing; whole group "I learned that I..." statements (Hawley & Hawley, 1972); discussion	Newsprint for practice constellations	Take notes in notebook; record "I learned. . ." on assignment about your own family constellation and keep in notebook
4.	Considering birth order, and group dynamics and atmosphere	"Ingredients Project" (Pfeiffer-Jones, 1969)	Small group experience; processing of small group experience; discussion of implications for classroom; time for taking notes	Balloons, gum, candles, matches, construction paper, yarn or string, paper clips, envelopes, newsprint to record group dynamics, atmosphere, and classroom implications	Take notes in notebook
5.	Considering how the atmosphere in the family group influences life style, inferiority feelings, inferiority complexes	Handouts (See Assignment column)	Lecture Brainstorming Discussion	Newsprint for brainstorming and discussion	Read: "Inferiority Feelings and their Effects" and "The Courage to Be Imperfect" (Univ. of Vermont mimeographs). Write: One inferiority feeling and one inferiority complex. expressed in behavior, for each of 3 students. Complete: Walker Behavior Checklists.

SESSION TWO - FEBRUARY 12, 1974

Step One - Content and Process

Implemented as indicated on the summary description (see p. 40).

Step Two - Content

On cos name tag, each participant wrote six words ending in "ing" which said something important about co. The following topics were used for the "Concentric Circles" activity:

(1) Share any or all of your "ing" words;

(2) Share a family ritual which you love so much that you'll always continue it;

(3) Share your earliest happy memory;

(4) Share the three things you'd grab if your house were on fire and all the people and animals were already safe;

(5) Share what you'd be doing if you had one year which was guaranteed to be a success;

(6) Share something about a teacher who stands out in your memory (positive or negative);

(7) If you could leave the students in your class with only one thing this year, what would you want it to be?

Step Two - Process

These "community building" activities were introduced with an introduction and a welcome to our new class member,

a mini-lecture on the necessity of always allowing the "pass option" and of eliminating "killer statements" in the classroom.

Participants' responses to both the "Name Tag" and the "Concentric Circles" questions were shared in a concentric circles format with each partner receiving two minutes and giving two minutes of talking time with each of their seven partners.

Processing of this activity concentrated on:

(1) Being aware of what you were and were not willing to share with your partners;

(2) Identifying what, if anything, made it easier to talk and/or listen to one partner than another;

(3) A structured and sharing process for identification and feedback of any "killer statements" using the seed sentence, "When you said/did . . . , I felt . . . "

Step Three - Content

Participants asked many thoughtful questions about birth order on the feedback from Session One. These questions, each participant's own family constellation (see Assignment, Session One), and all of the readings and the handouts and resources on birth order (see Session One Summary Description) comprised the content of this step. Factors influencing the dynamics of the family constellation suggested by the participants were: 1) sex of child/

children, 2) other adults living with the family, 3) loss of adults or other children in the child's family through divorce, separation or death, 4) remarriage, 5) miscarriage, 6) children with physical, emotional or cognitive deviations from the norm, 7) twins, triplets, etc., 8) cooperation competition patterns, 9) adoption, 10) expectations and preferences of adults, 11) number of children, and 12) the birth orders of the adults in the family.

Step Three - Process

In a brief lecture, influences the above factors might have on the dynamics of the family constellation were presented. The facilitators illustrated various dynamics which might occur by analyzing five family constellations which included all of the above factors. Participants were then given the opportunity to practice the analysis of some family constellations. The families which were used for practice purposes were real families with whom the facilitators were familiar. This was done so that participants would verify their guesses about the dynamics in the family. It was also done to emphasize the importance of the individual's interpretation of cos place in the family in influencing cos behavior and consequent development of life style.

In groups of four, each person in turn presented cos own family constellation (sex and age differences) and

shared one or two statements on how co perceived cos place in the family. The others made some guesses on the dynamics of the relationships between/among siblings. Then the participant in focus shared cos perception of the actual dynamics, giving the others in the group a chance to check out their guesses. This process was repeated for each member of the group.

The whole group formed a circle and each person was given the opportunity to share what they had gained from the experience. The sharing was structured by asking that one of the following introductory clauses be used: "I learned that I . . .," or, "I relearned that I . . .," or "I was surprised that I . . .," or "I wonder if I . . ." The option to pass was reiterated. Time was provided for participants to record their personal responses in their notebooks.

Change from Original Design

The "Ingredients Project" activity was deleted from this session, because in the practice activity and in the small group activity, participants understood the concept and applied it correctly. Also, at this point, it became obvious that too extensive plans were made for this session.

The in-depth study of inferiority feelings and inferiority complexes which was presented in this session, Step Five - Content and Process, was originally planned to be presented in Session Three, Step Five - Content and Process. However, after presentation of the planned brief introduction to inferiority feelings and inferiority complexes, participants were not at all enlightened and very much confused. It was decided to work more on the concepts in this session rather than to leave the participants misinformed for another week.

Step Five - Content

The content (see p. 40) concentrated on giving an introduction to the concepts of "inferiority feelings" and "inferiority complexes" as consequences of the atmosphere in the family.

Step Five - Process

In a brief lecture, the differences between "inferiority feelings" which help us to strive, and "inferiority complexes," which influence us to give up, were presented. Participants then engaged in a brainstorming session on the topic "Inferiority feelings I've had which have helped me to learn." These were recorded on newsprint. The whole group discussed some inferiority complexes which might cause a person to give up trying to be successful. These

were recorded on newsprint. The group then described some behaviors one might expect to observe for each of the recorded inferiority feelings and inferiority complexes. When behaviors, rather than attitudes, characteristics, or other labels, were described, these were recorded on newsprint. This was done to concentrate on the difference between describing behaviors and making judgments or inferences, and to underline the importance of being able to observe and describe behavior.

Participants' Feedback

Every participant expressed appreciation for the opportunity to learn more about coself and each other on a personal level. Twelve participants said we were demonstrating to them that learning can be enjoyable and interesting. The high points for everyone were during the "Concentric Circles" activity and the small group activity discussing their own family constellations. Many participants reported discomfort about sharing personal reflections or information with the large group, expressing a preference for sharing in small group or dyad format. Only three participants reported feeling uninvolved at any time during the session. This was during a demonstration of a ten-person family constellation and all three expressed no personal experience with so large a family. All participants expressed an understanding of the importance

of the child's interpretation of cos place in the family to the development of the child's life style.

Process Observers' Feedback

There were fewer "killer statements" in today's session. Two people used the pass option when being asked about their family constellation and seemed relieved to know that was O.K. It seemed to facilitate rather than hinder their participation, as they both were willing to respond to the next question. Several people are taking the focus away from the focus person and making evaluative comments on what is said.

Facilitators' Observations

Participants are asking questions and making observations which indicate an understanding of the birth order concept. Small groups were really attending to the person's interpretation, rather than the fact, of cos place in the family. Some people are excited to get back to their class and tell students they don't have to be "super-responsible" or "super-rebellious" or "super-helpers" in order to be accepted. Participants have difficulty articulating what they learned. They seem more practiced at taking notes and being told what they will learn and then what they have learned.

Making Plans for Session Three

Continue to structure the learning experiences very tightly and to give very specific instructions for small group work. Move gradually toward open structure and letting them take more responsibility for deciding how to accomplish the task. Discuss Blanchard and Hersey's "Life Cycle Theory of Leadership" within the next few sessions. They're ready to be introduced to Dreikurs. Begin discussing the "private logic" of the child. Work on communication skills, especially focusing on one person and non-judgmental listening and responding. Caution participants not to actively use what they've learned with their students. Have them work on becoming more accurate observers of behavior. If the whole group personal disclosures are used next time, use a low risk topic. If there's time, work more on inferiority feelings/complexes. If not, it's the best step to eliminate at this point.

SESSION THREE: SUMMARY DESCRIPTION

Step	Purpose	Content	Process	Equipment/Materials	Assignment
1.	Setting forth the goals for this session	Agenda for today (See Purpose column)	Brief explanation and question time	Today's agenda on newsprint	Note in notebook
2.	Community Building among participants and facilitators	Name tags with focus on birth order, own and parents'	Small group sharing Discussion	Name Tags from previous sessions	Save name tags; take notes.
3.	Considering birth order, child's interpretation, and private logic	M.S.I.C., pp. 33-48	Mini-lecture, to be reinforced with homework		Read: M.S.I.C., pp. 33-48
4.	Learning some of Dreikurs's philosophy which underlines his methodology	M.S.I.C., Chapters 1 & 2, content to summarized in worksheet-tape #1 (See Appendix E)	Mini-lecture introduction to Dreikurs's method for diagnosing misbehavior, and his thick German accent. Fill in blanks on worksheet. Discussion of worksheet in small groups	Worksheet-tape #1 for each participant; Video tape #1	Complete Worksheet #1 and keep in notebook
5.	More learning about inferiority feeling and inferiority complex	Handouts (See Session Two Assignment Column)	Lecture-short Practice describing-demonstration. Brainstorm "killer statements" or "crunchers"; Practice describing - small groups.	Newsprint for demonstration and small group inferiority complex and inferiority feeling behaviors	Take notes in notebook. Record practice results in notebook
6.	Using class as the social system	Sociogram, in M.S.I.C., pp. 90-100	Explanation of sociogram - why and how to use	Newsprint.	Sociogram: Gather sociometric data and graph a sociogram for your class. Read: M.S.I.C., C. 1 & 2. Quiz: Next session on everything covered this far. Write: For each of 3 students, describe behaviorally all the inferiority feelings and complexes you observe.

SESSION THREE - FEBRUARY 20, 1974

Step One - Content and Process

Implemented as indicated on the original program design (see p. 49). Also, Maintaining Sanity in the Classroom books were distributed to participants and the money was collected for them.

Step Two - Content

On cos name tag, each participant wrote:

(1) Three words your mother would use to describe you to a close friend of hers who doesn't know you;

(2) Three words your father would use to describe you to a close friend of his who doesn't know you;

(3) Place in family constellation of your mother, father, and yourself.

Step Two - Process

In small groups, participants shared their responses, giving each person two minutes. Then participants shared and discussed some effects their parents' birth orders could have had on participants' family constellations. In introducing the small group activity, the facilitators suggested and demonstrated some methods for keeping the focus on one person and for making non-evaluative comments and asking non-judgmental questions. Time was provided for participants to record personal learnings in their notebooks.

Step Three - Content

The content concentrated on giving a brief introduction to the "private logic" of the child (see p. 49).

Step Three - Process

The content was presented in a brief lecture. The influence of the child's "private logic" on cos interpretation of cos place in the family constellation and consequent development of useful or useless behaviors and life style was demonstrated.

Step Four - Content

The content focused on presenting an overview of the philosophy of Adler which underlines Dreikurs's methodology (see p. 49).

Step Four - Process

In a brief lecture, Dreikurs's method for diagnosing the goals of misbehavior and the content of Video Tape #1 were introduced. Each participant was given a copy of Appendix E and asked to scan it before the video tape was begun. Participants were asked to listen to the complete video tape and then fill in the blanks on the worksheet. After completing the worksheet, participants discussed their responses in small groups. Any unanswered questions were answered in the large group.

Worksheets are valuable companions to the video tapes for two reasons:

(1) They direct participants to the central concepts presented on the tape;

(2) They help participants over the initial difficulty of listening to and understanding Dreikurs's accent without the added aggravatior of trying to take notes.

Change from Original Design

Step Five, Content, Process and Assignment on inferiority feelings and inferiority complexes was deleted from this session because time was running short and because the participants had already been given sufficient background to understand references in the video tape to these concepts.

Change from Original Design

The concepts originally planned to be presented in this session's Step Five - Content, Process and Assignment were actually implemented in Session Two, Step Five - Content and Process. The rationale for the change is presented in the case study analysis of Session Two, preceeding Step Five.

Participants' Feedback

Most participants listed the Dreikurs video tape as the most significant part of today's session. However,

as one participant, echoing the feedback of most of the class, put it: "It would be beneficial to hear it again. By the time the tape ended, I was just understanding his accent." All but one person felt the entire session was involving. And everyone had questions co wanted answered next time:

> How do I use encouragement in my classroom?
>
> Where's the balance between autocratic and permissive classrooms?
>
> How do we work with parents?
>
> Punishment - is there a better way?
>
> How to change a destructive life style?
>
> When and how do we put Dreikurs to work in our classrooms?
>
> I think I'm doing in the classroom a lot of the things that he is totally against.
>
> Is what I've been doing all these years all wrong?

Process Observers' Feedback

Both observers had to be absent from this session.

Facilitators' Feedback

Participants are using the communication skills more effectively. However, in their small groups, they often wander away from the specified task. This seems to happen consistently when the task isn't highly structured. We must remember that they are accustomed to being taught

in a traditional, teacher-centered manner, and move gradually toward shared responsibility.

Most important outcome of today's session: Many questions have been stirred up. They want to do everything quickly to improve their classrooms and don't yet have the necessary skills in Dreikurs's method.

Making Plans for Session Four

Give participants lots of encouragement and help them to get rid of "blaming myself for not knowing the right things to do for my students." Might remind them that Dreikurs's methods aren't well known and aren't taught at most teacher-training institutions. Within a few weeks they'll have knowledge and skills they can use in their classrooms. Caution them to not try to use their skills in the classroom yet. Give them a quiz next week to test their knowledge of the concepts presented thus far.

They are still having trouble observing and describing behaviors. Work on this next session. See if The Undifferentiated Lump is available. Good film to use for concentrating on behaviors.

SESSION FOUR: SUMMARY DESCRIPTION

Step	Purpose	Content	Process	Equipment/Materials	Assignment
1.	Setting forth the goals for this session	Agenda for today (See Purpose Column)	Brief explanation and question time	Today's agenda on newsprint	Note in notebook
2.	Setting some norms for personal sharing	Norms for personal sharing (See Chapter III)	Explanation and time for questions	Norms for personal sharing on newsprint	Note in notebook
3.	Evaluating participants' understanding of concepts presented thus far	Quiz (See Appendix F)	Paper and pen quiz followed by discussion	Prepared quiz for each participant	Hand in-when returned, save in notebook
4.	More learning about inferiority feelings and inferiority complex	Handouts (See Session Two Assignment column) and writing assignments from Session 2 & 3	Lecture; individual practice; small group practice and feedback; reflective writing; small group work	Newsprint	Take notes; Record practice work in notebook; record reflective writing in notebook
5.	Learning more of Dreikurs's philosophy and diagnosing the four goals of misbehavior	M.S.I.C., Chapters 1 & 2, and content summarized in worksheet-tape #2 (See Appendix G)	Large group discussion; mini-lecture; fill in the blanks on worksheet; discussion of worksheet in small groups	Worksheet-tape #2 for each participant; video tape #2; Old Format VTR and monitor	Complete worksheet #2 and keep in notebook
6.	Learning how to diagnose goals of misbehavior	Content from Session Four, Step 5 and Session Three, Step 4 Case Studies (See Appendix H)	Explanation; small group work on case studies; discussion	Case studies for each participant	Record: 1 to 5 incidents of misbehavior and complete diagnosis. For focus children: Place in family 6 child's interpretation-Inferiority feeling behaviors, inferiority complex behaviors. Read: M.S.I.C., pp. 54-100 Quiz: next session on M.S.I.C., pp. 54-100 -open book quiz

SESSION FOUR - FEBRUARY 25, 1974

Step One - Content and Process

Implemented as indicated in original program design (see p. 55).

Step Two - Content and Process

The following norms for personal sharing were explained and recorded on newsprint:

(1) Personal information is legitimate subject matter, just as public information is;

(2) Recognize that the material may touch own life and/or lives of others in your group;

(3) Be sensitive to each other, using communication skills to work with each other, not Freudian analysis;

(4) Be aware of your dual responsibility in group tasks -
   (a) to have your own talk time
   (b) to allow others their time

(5) Always allow the option to pass for yourself and others.

Step Three - Content and Process

Implemented as indicated in original program design (see p. 55).

Step Four - Content

The content used for this step is delineated in the summary descriptions of Session Two, Step Five and Session Three, Step Five, and in the case study analysis of Session Two, Step Five.

Step Four - Process

A brief explanation and some examples were given to illustrate how inferiority feelings can be useful and how inferiority complexes are destructive. All of the examples given were expressed in behaviors and the importance of describing behaviors was again stressed. "Killer statements" were explained as one method people use to deal with their own inferiority complexes: "I'm inadequate, but you're more inadequate than I am."

In small groups, participants shared a time when they experienced an inferiority feeling - a sense of "I can't yet, but I can learn" - which helped them to strive to learn something. Participants were instructed to express some of the behaviors they demonstrated when they were having the inferiority feeling. Participants were also instructed to help each other to be sure that they were describing behaviors.

In their notebooks, participants responded to the following assignment:

(1) Write down all the skills you've said you would like to have that you just don't have yet;

(2) Write down all the sentences ("killer statements"/"crunchers") you say to yourselves when you're feeling that you'll never be able to do something;

(3) Write down at least one behavior you exhibit for each of the items you've listed, if you don't already have behaviors listed.

Participants then rejoined their small group and practiced describing all of the behaviors they've seen children exhibit which indicate inferiority feelings and which indicate inferiority complexes. Each group had a volunteer recorder. Information gathered in each of the small groups was reported to the whole group and discussed.

Step Five - Content

The Content concentrated on Dreikurs's method for diagnosing the goals of misbehavior (see p. 55).

Step Five - Process

The same process was utilized for presenting each of the Dreikurs Video Tapes 1 through 4. See the case study analysis of Session Three, Step Four - Process for a complete description of the process.

Step Six - Content

The content concentrated on learning how to diagnose the goals of misbehavior exhibited in various case studies (see p. 55).

Step Six - Process

In small groups, participants worked on the case studies to answer the following specific questions:

(1) What is the child doing?

(2) What did the teacher attempt to do for correction?

(3) What corrective feedback was given?

(4) What was the teacher's emotional response?

(5) What might be the child's goal or goals?

(6) Were any recognition reflexes mentioned?

The results of each small group's work were reported to the whole group and were discussed.

Facilitators advised participants of the fact that they now have some skills for observing behavior and some methods for diagnosing the goals of misbehavior. They were advised to practice these skills, but not to use them with students yet, except for the assignment on birth order.

Participants' Feedback

Participants appreciated the way the video tape reinforced their readings and the case study work gave them

practice in doing what they'd learned. Three participants said they were uninvolved during quiz. No other participants reported feeling uninvolved during the session. Many participants wanted more practice in describing behaviors and in diagnosing the goals of misbehavior. Even after our cautions, two participants wanted to begin to use their skills immediately in their classrooms.

Process Observers' Feedback

Participants are seeing how the material presented related to specific children in their classroom, which generated a good deal of excitement and impatience to begin changing the world of their classrooms. Sometimes in small groups they interrupt work on the task and begin discussing, "Randy/Rita in my class is just like this child . . ."

Facilitators' Observations

Far fewer participants are impatient to begin doing what they've learned in their classrooms. Cautions and encouragement given to them today were helpful. However, they still discuss students in their classes, which wastes time, as they have more information about the students than they have skills in Dreikurs's methodology to deal with it.

Making Plans for Session Five

We should share our concerns about their discussing students with them. Work on observing and describing behaviors and diagnosing misbehaviors. Work on differentiating labels, attitudes, inferences and behaviors. Give a quiz on their reading assignment - perhaps open book?

SESSION FIVE: SUMMARY DESCRIPTION

Step	Purpose	Content	Process	Equipment/Materials	Assignment
1.	Setting forth the goals this session	Agenda for today (See Purpose Column)	Brief explanation and question time	Today's agenda on newsprint	Note in notebook
2.	Community building among participants and facilitators	Name Tag activity	Small group sharing Discussion	Name Tags from previous sessions	Save name tags Take notes
3.	Learning to observe and describe behavior	"The Undifferentiated Lump"	Movie shown twice Participants chart attitudes vs. behaviors; Small group sharing; Discussion		Keep in notebook
4.	Evaluating participants' abilities to describe behaviors	Assignment from Session Four recording incidents of misbehavior and inferiority feeling and complex behaviors	In pairs, check each other's assignments, and discuss	Homework assignment from Session Four	Make any needed corrections and hand in
5.	Practicing describing and diagnosing misbehavior	Assignment from Session Four recording incidents of misbehavior	Small group analysis of incidents of misbehavior	Homework assignment from Session Four	Keep in notebook
6.	Evaluating participants' understanding of the concepts presented in M.S.I.C., pp. 54-100	Quiz (See Appendix I)	Open book, take home written	Quiz for each participant	Complete: Take-home quiz. Read: "Life-Style," "Why Not Praise," "Praise Reappraised" (Univ. of Vermont mimeographs)

SESSION FIVE - MARCH 6, 1974

Step One - Content and Process

Implemented as indicated on the original program design (see p. 62).

Step Two - Content

On their name tags, participants wrote words describing themselves. Each word had to begin with one of the letters in the participant's name.

Step Two - Process

In groups of four, participants shared the words they had chosen to describe themselves. Communication skills and non-evaluative responses were used during the sharing. The participants were interested to know what everyone had chosen, so time was allowed and re-grouping was structured so that everyone could share their name tags.

Step Three - Content

"The Undifferentiated Lump," a short film which provides excellent practice in observing and describing behaviors, was shown. Since the participants were having difficulty differentiating behaviors from attitudes and inferences, as indicated by their quizzes and work in class,

the movie was shown twice, once with the sound off, once with the sound on.

Step Three - Process

Participants were asked to write a list of the attitudes and a list of the behaviors exhibited by the professor and the student in the film. In small groups, the participants shared and checked their lists for accuracy and completeness. Questions unresolved by this process were responded to in the large group.

Step Four - Content

The homework assignments from Sessions Two, Three and Four were used as the content for this step, giving participants an opportunity to practice and check their ability to describe behavior.

Step Four - Process

In pairs, participants were directed to review their own work and their partner's work, making sure that behaviors were described. Participants put their name on the work they had reviewed. When the papers were returned to their owners, any needed corrections were made and the papers were handed in at the end of the session. This process provided a double check on the participants' ability to describe behaviors.

Step Five - Content

This step was introduced with a mini-lecture on the importance of observing behavior, emphasizing that this skill is the cornerstone of one's ability to use Dreikurs's methods for diagnosing and redirecting misbehavior effectively. The homework assignment from last session, recording incidents of misbehavior, was used as the content.

Step Five - Process

Each participant's case study was analyzed in small groups using the following guidelines:

1. Read the case study to be sure behavior is described;
2. Identify the behavior(s);
3. Identify any corrective feedback;
4. Identify any emotional response of the adult. You may be making inferences. If so, be aware of them.
5. Make a guess at the child's goal.

Participants' Feedback

All but one participant reported that they were finally able to see the difference between attitudes and behaviors. One participant shared,

> "Ive been labeling my troublesome kids for so long that I wasn't seeing them anymore, but seeing just the label. I'm

putting away my labels so I can
see what they DO tomorrow!"

Participants reported that they felt highly involved throughout today's session. For the next session, which was the Saturday session, they wanted a chance to consult with us one-to-one or in small groups, a chance to review the video tapes and more work on case studies.

Process Observers' Feedback

Things really came together today for most of the participants. Using the film to show them the differences between behavior and attitude really helped. Having them use their own students as content and each other as resources really got them involved. "A fine session. We were so involved that, to be honest, we were participants more than observers."

Facilitators' Observations

Today worked! One contributing factor was concentrating on their own students. Another was giving them the responsibility for reviewing each other's work. Also, the film helped clear up a lot of confusion. The folks right now are experiencing the "glow" that comes from finally understanding a difficult concept. We're almost half way through the course and there are many other

concepts and applications to work on. We need to pack two sessions' work into Saturday and keep them with us all day.

Making Plans for Session Six

Use their suggestions for doing more case study work, having a chance to review the video tapes, and having some time with us for specific problems. Might have an hour block when they could choose from several options.

SESSION SIX: SUMMARY DESCRIPTION

Step	Purpose	Content	Process	Equipment/Materials	Assignment
1.	Setting forth the goals for this session	Agenda for today (See Purpose Column)	Brief explanation and question time	Today's agenda on newsprint	Note in notebook
2.	Case study analysis	Case Studies (See Appendix J) and Case Study Worksheet (Appendix K)	Small group work and presentation of case study analyses Discussion	Case studies and Case Study Worksheet for each participant	Keep Case Studies Worksheet and analyses in notebook
3.	Learning basic principles for redirecting misbehavior	M.S.I.C., C. 4, and content summarized in worksheet-tape #3 (See Appendix L)	Mini-lecture Fill in worksheet blanks Discussion of worksheet in small groups	Worksheet-tape #3 for each participant; Video tape #3	Complete Worksheet #3 and keep in notebook. Write: One complete case study using one of your focus children & Case Study Worksheet to analyze
4.	Learning the "psychological approach"	Ps. C., pp. 53-58	Read individually Questions on content (See Appendix M); Large group discussion	Pages from Psychology in the Classroom for each participant	Try out and record: One "could it be" with a child, and record
5.	Learning about natural and logical consequences as an alternative to punishment	M.S.I.C., pp. 88-90, and handout (See Assignment Column)	Reread M.S.I.C. pp. 80-90 Read handout; Discussion and examples; Small groups, using Case Studies (See Appendix J) devise natural and/or logical consequence for each behavior; Make copy for notebook; Report out to whole group	Handout for each participant	Save 1 copy, hand in 1 copy of small group work. Read: M.S.I.C. pp. 100-185, complete worksheet; "Natural & logical Consequences," "Cooperation-What Is It" "A Child Needs to Like Himself," "Are You Raising a Perfectionist," "But Punishment Works," "What Is Feedback," "Encouragement" (Univ. of Vermont mimeographs)
6.	Time to give the participants a chance to work in an area where they feel a need for more work	Options session: A-Review tape #2 B-Review tape #3 C-Review reading D-Get ahead on reading and homework E-Join in small group or one-to-one counseling with facilitators			

SESSION SIX - MARCH 9, 1974

Step One - Content and Process

Implemented as indicated on the original program design (see p. 68).

Step Two - Content

The content focused on continuing our work with case studies (see p. 68).

Step Two - Process

Individually, participants did complete case study analyses according to the guidelines specified on the worksheet. Each participant was randomly assigned to work on three case studies. When the individual work was completed, participants joined groups of the three or four people who had worked on the same case study and discussed their analyses. The small group discussion process was repeated three times so that participants could discuss all of their case studies. The analysis of each case study was then presented to the entire group, using a panel format followed by audience questions and discussion.

Step Three - Content

The content focused on learning the basic principles for redirecting misbehavior (see p. 68).

Step Three - Process

The same process was utilized for presenting each of the Dreikurs's Video Tapes 1 - 4. See the case study analysis of Session Three, Step Four - Process for a complete description.

Step Four - Content

The content concentrated on the "psychological approach" (see p. 68).

Step Four - Process

Participants read the material and answered the questions individually. Large group questions and discussion followed the individual work. Facilitators modeled some situations using, "Could it be?" questions for each of the four goals. Then participants formed groups of three and each participant created and asked one "Could it be?" question for each goal.

Step Five - Content

The content concentrated on natural and logical consequences as an effective alternative to punishment (see p. 68).

Step Five - Process

Participants reread the assigned material and the handout individually. In the large group, participants were asked to discuss the difference between a natural and a logical consequence and to give some examples of each. Then participants formed groups of four and devised natural (where possible) and logical consequences for each behavior in the case studies. The results of the small groups' work was reported to the large group for questions and discussion.

Step Six - Content

Five options were presented to participants to give them the opportunity to concentrate on an area where they feel a need for more work (see p. 68).

Step Six - Process

Participants self-selected the option of their preference and worked on that area for an hour.

Participants' Feedback

One participant's feedback reflects that of the whole group:

> The whole day was relevant, and the fact that I can finally see that all the reading and discussion seem to be falling in place thrills me . . . it just might work.

Only one person felt uninvolved the whole day, and that was during the individual work. Participants expressed a need for more work on natural and logical consequences, using the psychological approach, and collecting and using case studies to diagnose and redirect misbehavior. Many participants said that they were tired of the worksheets accompanying the video tapes.

Process Observers' Feedback

Participants have been expressing feelings that although they feel they're learning valuable knowledge and skills, they've never had to work so hard in an inservice course and they're tired.

Facilitator's Observations

The participants are working as hard as we are and they're as tired as we are. Good day, but long! Need to let them know we appreciate their hard work. Their understanding of theory and skills are becoming observable. They've learned a lot, and we still have encouragement, another video tape, class discussion and class council to work on.

Making Plans for Session Seven

Since the video tape gives a complete example of how to collect and use case studies, we'll see it. We will use the next session to work on concepts they are already familiar with and hold the introduction of new material until the eighth session. Drop the worksheet for the next video tape and structure another alternative.

SESSION SEVEN: SUMMARY DESCRIPTION

Step	Purpose	Content	Process	Equipment/Materials	Assignment
1.	Setting forth the goals for this session	Agenda for today (See Purpose Column)	Brief explanation and question time	Today's agenda on newsprint	Note in notebook
2.	More work on natural and logical consequences	M.S.I.C., pp. 80-90, and "Natural and Logical Consequences" (Univ. of Vermont mimeograph)	Report out on natural and logical consequences	Case Studies (See Appendix J) and work from Session Six	Keep one copy Hand in one copy
3.	Using the case study to assist in diagnosing and redirecting misbehavior	Case study homework assignment from Session Six	Pair up and trade Critique each other's papers. Return, clarify, and discuss		Make: any needed corrections-to be handed in next session
4.	Learning how to collect a complete case study	"Rudolf Dreikurs and Sister Mary Ellen"-video tape #10	Brief introduction Fill in worksheet blanks Discussion	Worksheet-tape #10 for each participant Video tape #10 Old Format VTR and monitor	Complete worksheet #10 and keep in notebook
5.	More work on the "Psychological Approach"	Ps. C., pp. 53-58, and homework assignment from Session Six	Report out by volunteers Questions and discussion		Keep one copy Hand in one copy
6.	Looking at psychological disclosure as feedback; Structuring positive feedback	"What Is Feedback" (Univ. of Vermont mimeograph)	Mini-lecture Discussion		Read: Ps. C., C. 3 and 4. Reread: M.S.I.C., pp. 100-184

SESSION SEVEN - MARCH 12, 1974

Step One - Content and Process

Implemented as indicated on the original program design (see p. 74). Also, participants' exhaustion was acknowledged and their hard work was appreciated.

Step Two - Content

The content concentrated on natural and logical consequences (see p. 74).

Step Two - Process

Using their homework case studies, participants formed dyads, swapped their papers and reviewed each other's papers. The reviewers put their names on the paper they reviewed, along with suggestions, questions and comments. The papers were returned, clarified and discussed. Unresolved questions were discussed in the large group.

Step Three - Content

The content presented a method for collecting and utilizing case study information (see p. 74).

Step Three - Process - Change from Original Design

In a brief lecture, the content of Video Tape #10 was introduced. Each participant was asked to take notes

and write three worksheet-type questions which might help someone to learn from the video tape. After viewing the video tape and composing three questions based on the material in the tape, participants asked each other their questions in small groups. Any unanswered questions were discussed in the large group.

Step Four - Content

The content concentrated on using the "psychological approach" (see p. 74).

Step Four - Process

Volunteers shared their experiences in trying a "Could it be?" with their students.

Step Five - Content and Process

Implemented as indicated on the original program design (see p. 74).

Participants' Feedback

All of the participants expressed feelings similar to this participant:

> Discussing actual classroom behavior and treatments was great. I got a lot of ideas about how to ask questions (could it be's) and about actual recognition reflexes.

None of the participants said they felt uninvolved at any time. However, several said listening to the video tape was difficult: "I now see the value of the worksheets!" One question almost everyone wanted to look at next session was: "How does one go about conducting a group discussion?"

Process Observers' Feedback

One process observer attended this session. Her comment:

> I feel everyone, including myself, was very involved listening to the tape and hearing examples of psychological disclosure conversations--I feel clear--wish I had a class.

Facilitators' Observations

Participants are demonstrating real skill in working with specific methods of correction for misbehaviors. They now need to learn some methods for working with all children. Both the use of encouragement and the use of group discussion and class council are important. Participants have shared half-joking, half-serious complaints abouth the lack of trust shown by us in assigning the homework sheet. If we model a class discussion, the issue may come up. Do we want to risk dealing with a heated issue while we're trying to conduct a "model" class discussion?

Making Plans for Session Eight

Model a group discussion. If participants have an issue to discuss, work with it. Learning with real issues, like discussing real students, is more credible to them. It encourages them to believe that it can be done, that they can do it too.

SESSION EIGHT: SUMMARY DESCRIPTION

Step	Purpose	Content	Process	Equipment/Materials	Assignment
1.	Set forth goals for this session	Agenda for today (See Purpose Column)	Brief explanation and question time	Today's agenda on newsprint	Note in notebook
2.	Announce final exam.	Everything covered in the program (See Appendix O)	Lecture and question time	Copy of Appendix O for each participant	Keep in notebook
3.	Set forth final project alternatives	Final Project Alternatives outlined in Appendix O	Explanation and question time	Copy of Appendix O for each participant	Keep in notebook
4.	Learning concept and practice of group discussion and class council	M.S.I.C., pp. 100-184 and handout on group discussion and class council (See Appendix P)	Review considerations Analyze discussion in M.S.I.C., pp. 117-120 Model a group discussion. Discuss-how to implement, differences between group discussion and class council in M.S.I.C., pp. 149-152. Discussion	Copy of Appendix P for each participant	Keep handout in notebook Take notes on analysis Take notes on implementation, on differneces between group discussion and class council Read: M.S.I.C. , C. 4. Review: Handouts and reading in M.S.I.C. on Encouragement. Try out: A group discussion and take notes

SESSION EIGHT - MARCH 13, 1974

Step One Through Three - Content and Process

Implemented as indicated on the original program design (see p. 79).

Step Four - Content

Implemented as indicated on the original program design (see p. 79).

Step Four - Process

In the large group, the considerations for group discussions were reviewed. Then participants analyzed a class discussion (see p. 79) according to these considerations. The whole group then formed a circle for our modeling of a group discussion. The facilitators suggested the topic, "How to implement group discussion--in what ways can you get them started in your classroom?" A participant immediately shared, "I think the final exam is unfair. Do we have any power to negotiate options with you?" The following discussion took place on that issue:

Group Discussion

Arch: Useful format for dealing with problem with exam might be group discussion--my dilemma is that I don't like grades, but that doesn't mean I want to throw out evaluation.

M: Couldn't you discover if we know the material through the final project--option #1?

Arch: Yes--case study will show a lot, but it won't show that you know about group discussion.

M: But I mean outside the case study. Maybe we could add two paragraphs or so.

C: Maybe we could add group discussion to option #1.

M: Let's have a game--where everyone does one of the things that needs doing--if you want a real good job on #1, pressure of final takes away from it.

Arch: We felt final could serve as one important method of evaluation.

K: How about a final exam instead of a project?

Arch: Possibility--concern I have is if we do one or the other, that would leave out one important facet that needs doing--How about if we add one group discussion in addition to option # 1 instead of a final.

M: How can I take notes while doing a class discussion? Discussions take a lot of time--so spontaneous, and the kids will ham it up for the tape.

Arch: Suggested leaving the tape recorder on all the time for a while so kids get used to tape.

Reiterate suggestion of taping a group discussion and doing option #1 (case study).

V: Felt it to be a good idea. Proof of pudding is in discussion itself--Anyone can memorize for an exam.

K: Yes--Application is the most important part of the course--

L: That's what attracted us to course--here is something we could apply; not just theory.

S: I'm losing some of the suggestions

Arch: We've had several options:

1. Do just a final.
2. Do just a project.

3. Do final project that would reflect that you know application.
4. Create a final exam that would show you know application.

(Discussion among individuals about options--pros and cons.) Offer by S. to be a group discussion recorder.

Arch: Sounds as though the combination of case studies and group discussion would be best.

Let me find out what people want.

(Several people brought up idea of doing final exam again, make it like the case studies we did in class--set up situations and ask us to apply principles.)

Arch: We hadn't considered the option of no final project--Really wanted to have information about what happened after you had all of the principles under your belt. What happens after you leave? Final exam alone does not give us the information we need--unless we put an action component in exam.

S: Could we do action questions between now and Wednesday? That would get the course over by Wednesday.

Cl: How about a take-home final?

Ma: Had another course at UMass.--worked so hard--took the joy out of the material--to this day, I won't touch the stuff.

Arch: I'm feeling under some pressure from that.

C: Why don't you just have a consultation with each person about final project.

(Several, "Yes, that's a good idea!")

M: I don't see what all the fuss is about. When you take a graduate course, you expect to do some work. Some folks are taking two courses.

V: I think you'll get more from the projects and the discussion than the final.

S: I would have taken the final without argument if no one else had said anything.

Arch: Appreciate the hard work you've all done--don't feel guilty about it because of the compactedness of course we agreed on.

S: Maybe part of the problem is differences in expectations. I thought that there would be some concessions because it is inservice in terms of reduction of work.

K: You came to us.

V: Seems to me we all have expressed our opinions--Let's get all the options down.

Ly: It seems to me that the exam shouldn't be such a problem--I mean, we've all done the work.

L: It seems that different options have different meanings for different people.

C: It's where you put the emphasis.

Arch: My preference would be foregoing the final exam for just L's reason.

L: Finding through using material, I'm getting a lot of revelations.

N: K. mentioned if you do group discussions now--what you can do--N. can be relieved and take minutes for you.

S: I can be here all day Tuesday and some of Wednesday.

Arch: If that option is chosen, we now have a way of taking minutes of group discussion. Would it be helpful to go to our minutes for options or do people have preferences in mind? How many for each?

Question about abdicating final project.

Arch: Let me reiterate that part of final exam in that case--

K2: Is it going to be one decision for everyone or will there still be options?

Arch & Marie: We're open to negotiating that. Let's see where the preferences are, first.

Arch: Record options on board that seem to have developed:

1. Final exam with action component
    a. Done by Wednesday
    b. Done by April 9

2. Final project option #1 and one class discussion or
   Final project option #3 and one case study
3. Either #1 or #2 above and individual conferences
4. Final exam and final project (original proposal)

Vote on each option.

All: Consensus on option #2 above.

The preceeding group discussion was analyzed according to the considerations for Group Discussion. Then the differences between group discussion and class council were discussed. It was emphasized that group discussions are necessary before one attempts to organize a class council. Participants then analyzed a class council (see p. 79) according to the considerations for class council.

Participants' Feedback

The group discussion stood out as significant for every participant. At the beginning of the discussion, some were angry with us because they felt overworked. Others were annoyed at class members for wanting "something for nothing, three graduate credits without working." Others, upset and confused by the conflict, withdrew somewhat from the earlier part of the discussion. At the conclusion of the discussion, representative participants' statements were:

> I was surprised that some people were so antagonistic toward others, pleased that we were able to talk out dissatisfactions and come to an amicable solution. In a different course, I doubt that we could have had such an open discussion.
>
> I was impressed with the ability of the instructors to "practice what they preach" and conduct a democratic group discussion!
>
> I listened to voices and watched faces and realized that the instructors had the class under control at all times and turned the discord to advantage--applying their principles and using the situation for class teaching and discussion!

Process Observers' Feedback

The process observers had only positive statements about today's session.

Facilitators' Observations

In retrospect, the decision to work with the participants' agenda in the group discussion proved fruitful. With their readings and one experimental session in group discussion, participants are expressing an understanding of the importance of group discussions and the confidence to try out one in their own classrooms. One concern: Have we set a norm, perhaps, that group discussions are legitimate only if they deal with intense, conflict situations and resolve them effectively?

Making Plans for Session Nine

Share our concern with participants. Hold an in-depth discussion of their try-outs until final session so we can analyze them first and be ready with suggestions and comments. Also, we need to work on encouragement, and we all deserve some at this point! Use the sociometric data, which participants gathered earlier in the program, to illustrate one method of encouragement. Give them copies of some activities which encourage group cooperation.

SESSION NINE: SUMMARY DESCRIPTION

Step	Purpose	Content	Process	Equipment/Materials	Assignment
1.	Set forth the goals for this session	Agenda for today (See Purpose column)	Brief explanation and question time	Today's agenda on newsprint	Note in notebook
2.	Learning how to use the art of encouragement	Handouts and reading in M.S.I.C., on encouragement and content summarized in worksheet-tape #4 (See Appendix Q)	Mini-lecture Fill in worksheet blanks Discussion	Worksheet-tape #4 for each participant Video tape #4	Complete worksheet #4 and keep in notebook
3.	Learning specific elements of the art of encouragement	Ps. C., Chapter 5	Each participant take one example and discuss element of "how to enourage" in it; Mini-lecture	Newsprint to record elements of encouragement; Xerox copy of C. 5 for each participant	Record in notebook
4.	Using sociogram as one method of encouragement	Reading in M.S.I.C., pp. 90-100, and their sociograms from Session Three Assignment Solumn	Each participant use sociogram to design seating arrangement which will draw discouraged children into the group; Pairs-discuss rationale and results; Large group discussion		Keep 1 copy, hand in 1 copy. Include results and rationale. Make: any changes in seating arrangement which now seem helpful. Read: M.S.I.C. C. 5, "Definitions for Humanistic Identification" (Univ. of Vermont mimeograph), Quotation from The Prophet (See Appendix U)
5.	Some non-competitive activities for you and for your students	"Rushin' Baseball" "Bi-baseball" "Cooperation Activities" (See Appendices R, S, and T)	Brief explanation	Copy of activities for each participant	

SESSION NINE - MARCH 19, 1974

Step One - Content and Process

Implemented as indicated on the original program design (see p. 87).

Step Two - Content

The content focused on learning how to use the art of encouragement (see p. 87).

Step Two - Process

The same process was utilized for presenting each of the Dreikurs Video Tapes 1 through 4. See the case study analysis of Session Three, Step Four - Process for a complete description of the process.

Step Three - Content

The content focused on learning specific elements of the art of encouragement (see p. 87).

Step Three - Process

Each person took one example of encouragement from the chapter and isolated what Dreikurs suggested one do to encourage the child in each case. Each participant then shared cos analysis and then asked for comments, questions

and discussion from the group. The facilitators emphasized the following points:

1. Encouragement is both a specific and non-specific form of correction;
2. There are significant differences between encouragement and praise;
3. The response of the child is the way you know you've been encouraging;
4. The same action may be encouraging to one child and discouraging to another;
5. Teachers need to encourage themselves as well as their children.

The process was concluded by asking participants to write on their name tags the names of two or three people who are encouraging influences in their lives. Participants were urged to see, call or write those persons and let them know.

Step Four - Content

The content concentrated on using the sociogram as one method of encouragement. (See p. 87.)

Step Four - Process

Using their sociograms each participant designed a seating arrangement which would increase the possibility of discouraged children participating in the group. Participants were encouraged to use any arrangement they were

comfortable with, such as rows, work groups, circles, etc. In pairs, participants shared the results and rationale of their seating arrangement. Any unresolved questions were discussed in the large group.

Step Five - Content and Process

Most of the participants were excited to discover "so many ways children can be encouraged." Many were also involved in working with the sociogram and discovering "results I hadn't put together before, from just observing my class, which I can use to encourage some of my students." Four participants felt uninvolved during the video tape because "his accent was hardest to understand in this one." Many participants asked for more specific information on the requirements for the final projects. Also, many participants have asked, now and in earlier sessions, "What's the difference between Dreikurs's methods and behavior modification?"

Process Observers' Feedback

The communication skills and the attention to task exhibited in the small groups today showed a marked improvement over that exhibited just four weeks ago. There are still questions, and they're looking to each other as

resources rather than just to the facilitators. You've built in the possibility for an on-going support system here after you leave.

Facilitators' Observations

Two participants who are usually very verbal were noticeably reticent today. For the most part, the group work was attentive and productive. It's very gratifying to be able to see the progress we've made, from the beginning of the program to now, in the way participants can both converse about and apply the concepts.

Making Plans for Session Ten

Discuss any changes in the sociograms. Allow time for volunteers to report their experiences with group discussions. Make contact with today's two reticent participants. Clarify final project requirements. Share some of our successes and failures. Discuss Blanchard and Hersey's "Life Cycle Theory of Leadership." Use a film to illustrate behavior modification. Thank all for their hard work and advise them that we are available for questions and continued support. Ask if there were any responses from their "persons who are encouraging influences in my life."

SESSION TEN: SUMMARY DESCRIPTION

Step	Purpose	Content	Process	Equipment/Materials	Assignment
1.	Setting forth the goals for this session	Agenda for today (See Purpose Column)	Brief explanation and question time	Today's agenda on newsprint	Note in notebook
2.	Continuing with your sociograms	M.S.I.C., pp. 90-100, and sociograms and seating arrangements from Session Nine	Pairs-discuss changes, or lack of changes, in seating arrangements and rationale. Share suggestions. Report out		Keep in notebook
3.	Sharing experiences in trying out a group discussion	Assignment from Session Eight	Report out by volunteers. Question time. Discussion		
4.	Considering similarities and differences between behavior modification and Dreikurs's method	"Which Kids Get Your Attention"	Discussion of similarities and differences		
5.	Reviewing final project requirements	Final Project Alternatives outlined in Appendix O	Explanation Discussion and questions	Case study worksheet (Appendix K) and Considerations for Group Discussion (Appendix P)	Due date: Final projects are due April 9th

SESSION TEN - MARCH 20, 1974

Steps One and Two - Control and Process

Implemented as indicated in the original program design (see p. 92).

Step Three - Content

The content concentrated on the class discussions participants had tried in their own classes.

Step Three - Process

Volunteers discussed their experience in implementing a group discussion. Each presentation was followed by group questions and discussion. Facilitators made suggestions, if there were any, from having reviewed the minutes of the class discussions.

Three participants had difficulty with their group discussions and were discouraged. All of the problems stemmed from their having assumed that their groups were more mature than they actually were. Hearing glowing reports of the others' successful group discussion discouraged them even further. The facilitators discussed some of their own unsuccessful experiences and immediately other participants responded that they had described their "best"

discussion today, and that they had had others that were awful. Several participants offered to take minutes for the two so they could be free to concentrate on conducting the group discussion. The other participants were concerned about the discouragement of the two class members and showed that they were willing to work with them to improve future discussions. One of the discouraged participants responded that this was encouraging:

> I've taken a more positive and constructive attitude--trying to figure out solutions instead of bogging down in discouragement.

Change from Original Design

Facilitators discussed and illustrated Blanchard and Hersey's "Life Cycle Theory of Leadership." This was included to give participants a framework for understanding how to relate group maturity with leadership style in order to conduct effective group discussions. The other discouraged participant indicated that:

> I felt really discouraged, but the chart helped greatly to clarify the issue of where we went wrong--too much, too soon! I understand what to change next time.

Step Four - Content

The content focused on considering some of the similarities and differences between Dreikurs's methods and behavior modification (see p. 92).

Step Four - Process

While viewing the film, participants jotted down notes on the similarities and differences they observed between Dreikurs's methods and behavior modification. Following the film, the whole group shared and discussed their observations.

Step Five - Content

The content presented the specific requirements for the final project alternatives.

Step Five - Process

The following final project alternatives were explained:

1. Write three complete case studies and one group discussion with analysis, or,
2. Write four group discussions with analysis and one complete case study.

Case studies are to be completed using the Case Study Worksheet and Dreikurs's Video Tape #10 as guidelines. Group discussions are to be conducted and analyzed according to the considerations for Group Discussion.

Participants' Feedback

All participants reported that seeing the film helped clarify some of the similarities and differences between

Dreikurs's methods and behavior modification:

> The behavior modification films show how important it is to observe behavior. They also helped me to differentiate behaviors from attitudes.
>
> I always thought behavior modification was great. In observing the film I realize that the technique has a major disadvantage. Using the group is really necessary to the development of the child's social interest.

Participants stated that discussing the unsuccessful group discussions was an important part of their learning today, and that being able to use their encouragement skills to draw the two discouraged members back into the class was rewarding. None of the participants said they felt uninvolved at any time.

Process Observers' Feedback

One comment we overheard expresses our sense of how most of the group feels today:

> I feel highly interested and motivated to "go, go, go" with Dreikurs. He may not have all the answers, but I've gotten more useful help from him than from anywhere else.

One process observer shared:

> I'm going to do my student-teaching next semester, and your course is largely responsible!

Facilitators' Observations

Their hardest work is almost over and ours is just beginning. Some participants seem to have learned the

concepts better than others. Some seem to be able to apply the concepts better than others. Some seem more enthusiastic about using Dreikurs's methods than others. In the next few months, we'll discover how effective the program was.

Making Plans for Follow-Up

We need to keep in touch with the teachers. In the next few months, as they continue to practice their new skills, encouragement will be especially important. Also, we need to get their notebooks back to them fast so they won't be without that resource they've worked so hard to put together. Post-testing and final projects will be done in less than three weeks. In between, we'll work a little, play a lot, rest enough (for a change), visit friends, and get ready to go into the next task-oriented seclusion which seems to be an unavoidable part of the dissertation process. We should visit the teachers at their schools at least twice in the coming month to provide them with resources and encouragement as they implement their new skills in their classrooms.

CHAPTER IV

The review of the literature indicates that there are four factors which are critical to the effective implementation and evaluation of any inservice training program. These factors are: content, planning, structure, and results. How these factors, described in Chapter I, were utilized to guide the development of the program will be discussed in this chapter.

Factors for Effective Inservice Programs

The first area to be considered is the content of the inservice program. The content of the program should be addressed to important problems of the school as mentioned by the staff. The review of the literature has indicated that discipline is a problem in schools and the participants in the program expressed a need for more effective methods of classroom management and for understanding and redirecting student misbehaviors.

The content of the program should improve the quality of instruction in the school by helping the staff increase their knowledge, acquire new methods, and/or learn new skills. The content of this program tended to help teachers learn new methods and practice new skills for

dealing with and diminishing discipline problems in their classrooms, freeing more of their time to teach students.

Inservice programs which help teachers function in a guidance capacity which lead to more effective teacher-student interaction in their classrooms can be of particular value. The content of this inservice program attempted to help teachers to better understand all of their students and to help those students who misbehave to redirect their misbehavior to useful behavior. The content of the program was intentionally structured so that the teachers would learn skills for dealing with specific misbehaviors early in the course. Skills for working with the whole class more effectively, such as group discussion, class council, and the art of encouragement, were scheduled to be introduced later in the program because these skills are important for keeping a class running smoothly. The sequence in which the skills were introduced is presented in the summary descriptions of each session, which preceed the session in the case study, and in the Concepts/Skills Checklist which can be found in Appendix C.

"Community building" activities were deliberately included throughout the program because the importance of the group to the effective use of Dreikurs's method is no less important in a course for teachers than it is in a

classroom for elementary students. More emphasis was placed on including "community building" activities early in the program than later in the program because Dreikurs's method encourages the development of community when it is implemented. Early in the program, participants stated that they really appreciated getting to know each other on a personal level. By Session Four, participants shared that they understood themselves, other participants, and their students better; that they "appreciated really feeling part of this group;" that they could understand the importance of building a group with their students; and, that they had learned from the course some methods for community building which they had since used in their own classrooms.

The second factor to be considered is the planning of the inservice program. The support of the school's administrators, especially the principal, should be enlisted and their participation in the program should be encouraged. The initial contact with Maple Street School was made through the principal, with an introductory letter, attached proposal, and our resumes carefully explaining our intentions and our qualifications. In several telephone conversations and one meeting with the principal, he expressed his excitement at having this inservice program made available in his school, his hope that he would be able to

attend many of the sessions, and his confidence in the teachers' abilities and commitment to continuously improve the quality of education at Maple Street School. Although he was able to attend only the first few sessions, he did drop into many of the other sessions and was supportive throughout the program. When the final projects were ready to be turned in, he greeted us in the hallway with, "I've read a lot of these. Pretty exciting stuff! You women have done a fine job and my teachers have really worked hard for you."

The inservice training program should also include teacher participation in the planning. The original design of this inservice program remained flexible and responsive to the participants' comments and feedback and to the facilitators' observations and evaluations, utilizing this information to guide the content and process of instruction. The process observers provided additional data which would not otherwise have been available. All of these recommendations were considered in making plans for each session. An example of this type is found in Sessions Seven and Eight, in which the planning and implementation of a group discussion concentrated on concerns of the participants.

Planning for the program should insure voluntary participation on the part of the participants. Although the

teachers at Maple Street School may have been motivated to participate in the program by local school district requirements that they accumulate a specified number of credits, there was no pressure from the administration to fulfill those requirements through participation in this particular inservice program. Two days after the program was explained at the initial faculty meeting, fourteen teachers indicated their desire to participate in the program by putting their names on a sign-up sheet.

There are three factors to be considered in the structure of an effective inservice program. First, the program should include varied instructional activities to provide for individual differences in the participants' interests, capabilities, and needs. This program was composed of many instructional methods, including lecture, small and large group discussion, group and individual work problems, movies and video tapes. Also, participants often became instructors as one individual or group more readily grasped a concept or saw an application and were grouped with those having difficulty.

Second, the program must be conducted so that desired teacher behaviors are modeled rather than being simply described. An example of this is the group discussion in Session Eight. Although many other desired teacher

behaviors were modeled by the facilitators, none is as clearly evident in the case study description as the group discussion in Session Eight.

The third factor, closely related to the second, is that the program should focus on actual problems that teachers encounter in their classrooms. It should also provide for practice in applying the skills they are learning to actual or simulated classroom environments or a combination of both. At the beginning of the program each teacher indicated two children with misbehaviors with whom co would like to work in applying new learnings to cos own classroom. Throughout the program, the emphasis remained on teaching the concept and modeling the application. The participants were then given the opportunity to practice the skill in our class and in their own classrooms. Emergent situations in our class were utilized as they arose. Simulations and assignments designed to bridge the gap between their experiences in the program and their practice in their actual classrooms were also utilized. By Session Four, the participants had gained sufficient understanding and skill to begin to work on case studies of children misbehaving. One participant stated, "The case studies get down to everyday problems. I can analyze the goals in the case studies and I see that the goals are

right on. Children really do manipulate and control adults!" From this point in the program, every session was designed to transfer the participants' learnings to applications in their own classrooms through discussions and assignments.

Throughout the program, participants learned from each other as well as from the facilitators as they gave and received feedback on their successful and unsuccessful applications of the methods learned with all of the students in their own classrooms, and especially with their "focus" children. The sharing of successful experiences had an encouraging effect on many of the participants as they observed, "It's working for her," and concluded, "It just might work for me." This reinforcement increased the likelihood that they would continue the successful behavior and would be willing to consider other new behaviors. However, the discussion which was encouraging to some participants, was discouraging to others. A norm had been set early in the program for discussing primarily the most successful experiences, a norm which the facilitators encouraged by focusing their attention on successful incidents and by sharing only successful incidents from their own past experiences. Participants who had less than successful experiences became reluctant to discuss them and thus

they did not receive the benefit of the groups' or the facilitators' skills in analyzing their dilemmas and suggesting solutions. An example of this is in Session Ten, when two participants finally discussed the chaotic experience they had when trying a group discussion. In retrospect, we should have set a norm early in the class, for sharing both positive and negative experiences, by sharing some of our own successes and failures.

Introducing Hersey and Blanchard's Life Cycle Theory of Leadership (1969) was helpful to every participant. Many of them were "trying too much--too soon" and the theory gave them a framework for making decisions about "how much to do when." Had we introduced this theory earlier in the course, some of the participants' discouraging experiences might have been avoided.

The inservice design should provide for an evaluation of changes in the participants' knowledge/attitude/behavior and that of their students as well, although changes do not have to occur in all of these areas to legitimize the program. The descriptive evaluation of the inservice training program in terms of changes in the participants' and their students' knowledge/attitude/behavior may be found in Hartwell (1974). Those results indicate that changes in knowledge and behavior which were significant and often

dramatic occurred in a number of the participants, and in their perceptions of their students, according to both formal and informal evaluation procedures. Attitude change was negligible according to formal tests, although attitude changes were reported by participants, which may have been too specific to be detected by broad guage tests.

The inservice program in Dreikurs's method, implemented in accord with the foregoing considerations for effective inservice training programs, appears to be a useful means for training teachers to deal more effectively with classroom management and discipline. Even though the course was compressed into an intensive format, significant changes did occur in knowledge and behavior. Attitude change, as is to be expected in so short a period of time, was negligible.

In consideration of these results, the basic design of the program should be maintained. However, the implementation of the program should be conducted over a longer period of time, perhaps in a semester-length course, in response to participants' feedback that there was too much to do along with their teaching duties. Although teachers have more time in the summer for their studies, it is recommended that this program be taught during the school year in order to give the participants the opportunity to immediately apply their new skills.

Given a longer time span in which to implement the program, these recommendations should be considered:

1. A sufficient amount of time should be spent early in the program to insure that the participants are able to describe behavior;

2. More case studies drawn from the participants' experiences in their own classrooms should be used to illustrate the application of Dreikurs's method;

3. More time should be spent on group discussion, class council, and the art of encouragement;

4. An additional day-long workshop should be included in the course to give the participants the opportunity to pull together and practice applying their learnings in simulated classroom situations, to review what they've learned, and to work on problem areas in one-to-one or small group consultation with the facilitators and with each other;

5. Written assignments should be sequentially decreased commensurate with the developing maturity of the group.

Regardless of whether future courses in Dreikurs's method are conducted over a shorter or a longer time period, an effort should be made to set a norm for discussing both positive and negative experiences, thus allowing participants who have had negative experiences the opportunity to receive feedback, suggestions, and support from the group.

There is a need for inservice programs which effect desired changes in teacher, and consequently student,

behavior in the direction of creating and maintaining classrooms where learning can occur. When effectively planned for and managed, inservice programs in Dreikurs's method of classroom management can provide a means for achieving many of the needed improvements in our nation's schools.

APPENDICES

Appendix A

60 North Whitney Street
Amherst, Massachusetts 01002
December 10, 1973

Dear

recommended your name as someone who might be interested in a proposal we wish to implement during the Spring semester.

We are working on dissertations at the University of Massachusetts School of Education and are seeking a school system that will permit us to use it as a sample for our research. We would like to enlist 10-20 elementary teachers, preferably from the same school, to take part in an inservice training program that will focus on democratic methods for dealing with children's misbehavior. The technique we intend to use was developed by Dr. Rudolf Dreikurs and is based on the principles of the psychology of Dr. Alfred Adler. The attached sheet describes the rationale and the objectives of the course more completely. The course will be conducted once per week for six weeks for two to three hours per session. In addition, there will be two full day workshops that will occur on Saturdays at the midpoint of the course.

Teachers who choose to take part will be asked to complete reading assignments and to work with the technique in their classrooms with one or more children. Some time for testing (pre- and post-) of the students in the participants' classrooms will also be required. These tests, however, will be administered by us so that teachers need not be concerned with learning a testing instrument.

In return for allowing us to use the system as a sample, we are offering our services as instructors free of charge and three graduate credits from the School of Education to participating teachers. There will be a nominal fee from the University for processing the credits. Teachers will be asked to purchase the textbook, Maintaining Sanity in the Classroom. All handouts and materials will be provided at cost.

We have reason to believe that the teachers will find the content of the course immediately applicable in dealing with behavior problems in their classrooms. For the past two years, we have been teaching teachers this model and

we have been gratified with how helpful it has proven to be for teachers and their students. We are eager to share what we have learned with other educators and are hopeful that, by researching and documenting the effectiveness of Dreikurs's approach, we might contribute to making the method more widely known and used.

If, after reading the attached sheet, you are interested in pursuing this further, please write to us at the above address or call 413-256-6475 or 413-256-0328 at your earliest convenience. We would like to be able to confirm which school system will be working with us before January 1. Thank you for your consideration.

Sincerely yours,

Diane Archer/Marie Hartwell

Appendix B

Maintaing Sanity in the Classroom:

An Inservice Training Program for Teachers

School districts throughout the United States are confronted with the problem of discipline in the classroom. The literature indicates that behavioral problems in elementary school children are widespread, and that when such problems continue unresolved they may result in delinquency and other antisocial and counterproductive responses. A recent survey led to estimates that ten percent of all public school children are emotionally disturbed, and that at least 250,000 children with less serious psychiatric disorders receive service each year in mental health clinics available to children (National Institue of Mental Health, 1965). Hundreds of thousands of other children, though not disturbed are disturbing to their teachers and classmates, making it close to impossible for the teacher to accomplish what s/he most wants to do - teach.

Unfortunately, most teacher preparation programs and inservice programs fail to deal with this pervasive problem in concrete and specific ways. Although it is usually granted that the school is a powerful and important influence on the socialization of children, the teacher is given little help in finding methods that will make that process a positive experience. As a result, teachers and administrators often find themselves forced to resort to autocratic, authoritarian methods which, though temporarily effective in restoring order, do little to change student attitudes and behaviors.

It is for these reasons that Dr. Rudolf Dreikurs developed a method for redirecting student attitudes and behaviors into constructive and social directions. Based on the principles of the psychology of Dr. Alfred Adler, this method offers specific steps for understanding all children better and for helping the disturbed and problem child.

A teacher inservice education model has been developed to instruct inservice teachers in Dreikurs's work. A number of studies have shown the model to be of educational significance and teachers who have taken part in it have been enthusiastic and supportive.

The objectives of the course are to help participants:

1) To gain skills in democratic classroom management, which will assure that the teachers will be able to make the transition from authoritarian to democratic methods and not toward a permissive or laissez-faire abdication of responsibility.

2) To gain skills in understanding the goals for childrens' misbehaviors.

3) To learn specific methods for dealing with the misbehavior of children and for redirecting their behavior in ways that are constructive both to themselves and others.

4) To learn and practice methods of influencing and encouraging children.

5) To create a classroom atmosphere, with the help of the students, where there are fewer misbehavior problems to interfere with learning.

Required Readings:

Dreikurs, Rudolf, et al., Maintaining Sanity in the Classroom, $6.00.
Dreikurs, Rudolf, Psychology in the Classroom, Chapters 4-6, and handouts, which will be provided for each participant at cost.

Estimated materials fee: $4.00

Suggested Readings:

Adler, Alfred, The Education of Children.
Dreikurs, Rudolf and Soltz, V., Children: The Challenge.
Dreikurs, Rudolf, Discipline Without Tears.
Glasser, William, Schools Without Failure.
Dreikurs, Rudolf, Fundamentals of Adlerian Psychology.
Glasser, William, Schools Without Failure.

Appendix C

MAINTAING SANITY IN THE CLASSROOM:
PROJECT CHECKLIST

Teacher number _____

	Concepts/Skills to be Learned
1.	demonstrates the ability to accurately describe behavior
2.	utilizes correct procedures for diagnosing the child's goal(s)
3.	demonstrates the ability to correctly diagnose the child's goal(s)
4.	demonstrates an understanding of the role of the family constellation in the development of the child's life style
5.	demonstrates knowledge and application of appropriate corrective measures for each goal
6.	understands rationale for and demonstrates the ability to apply psychological disclosure as one technique
7.	negotiates reasonable contracts with disturbing children to help with systematically deal with their problems
8.	indicates a knowledge of the group dynamics of the classroom and applies that knowledge to improve class relationships (use of sociogram, grouping, etc.)
9.	demonstrates the ability to allow the children to take responsibility for dealing with disturbing behaviors in others (when appropriate)

10. Class discussion skills:

a. establishes ground rules with children

b. encourages each student to participate

c. teacher acts as facilitator, not preacher

d. focuses on useful and constructive thinking

e. stimulates ideas through open-ended questioning; problems that require observation, evaluation and conclusion by the group

f. gives practice in decision-making

g. allows time for evaluation and assessment of past performance and making plans for future

h. brings each session to closure

11. uses encouragement regularly and effectively

12. uses natural and logical consequences accurately and effectively

13. understands the difference between class discussion and class council

14. successfully sets up a class council (when group is ready to do so)

15. understands and is able to articulate the basic premises of Adlerian psychology that underlie Dreikurs's work

Appendix D

COURSE EXPECTATIONS

1. In order to help you build a useful and complete reference for later use, we are asking that you compile a notebook during the course. We'll ask that they be handed in at the end of the course, and they will be returned to you. The notebook should include:

   a. class notes
   b. carbon copies of assignments handed in (or the original if you wish to give us the carbon)
   c. all handouts
   d. worksheets used during the course
   e. personal pages (every now and then we'll be asking you to take time out for personal reflections and to make an entry in the notebook)
   f. quizzes and exams.

2. Every week you will be asked to complete a Walker Behavior Checklist for each of the three children with whom you are working. These must be done even if you are not able to make class.

3. Attendance is extremely important as we are trying to do as much as possible within class to minimize homework and out of class work. We also believe that much of the learning in a course such as this takes place during the discussions.

4. Completion of all readings and assignments is important if we are to use class time effectively.

5. There will be a final project to be done. The purpose of the project is to give you the opportunity to practice and apply the principles learned in this course with guidance.

Appendix E

RUDOLF DREIKURS: WORKSHEET--TAPE #1

Dreikurs says that anyone who wants to know how to _____ children was born fifty years too late. What we can learn how to do is to _____ children. It is important to realize that the influence of the peer group is the strongest, most effective on any person. As the authority of the _____ diminishes, the influence of the _____ increases.

Society is changing and the classroom is changing. The instigator for all our troubles as classroom teachers has been the _____ _____. In a traditional, hierarchical society, each person is told what to do by the person _____ him/her. People didn't consider or operate on the principle of _____. They didn't need to.

In the last 20-30 years, equality has gotten in the way. _____ methods don't work anymore. We need new methods to _____ children. Parents don't know how to raise their children D_____. As teachers, we want to _____ children like to learn. We want to learn to be very effective in our method of classroom management and we don't know how.

Punishment is only effective in an _____ society. It is outdated in a _____ society. Only those children

who don't need it respond to _____. When you punish a child today, she/he draws only one conclusion: _____ _____.

Democracy does not mean that anyone can do what he/she wants. Peace does not mean abdication of responsibility. But we must learn to influence children from _____.

About the function of the home in helping problem children—Dreikurs says that if parents knew what to do, they _____. The teacher who knows what to do to influence children can offset all of the damage done at _____.

About Love Letters from teacher to parents—Dreikurs states that report cards are good for only those who receive _____ marks. They're very _____ to all the rest. Teachers should _____ children and parents. _____ is useless. Dreikurs says that teachers are victims of a society that lets them leave training without the tools of knowledge to help them succeed. However, just as we learn skills that we can use to communicate with each other more effectively, we can also learn the _____ involved in the effective management of a _____ classroom.

COMMENTS:

Appendix F

QUIZ - FEBRUARY 25, 1974

1. List three of the reasons for studying birth order:

   1.

   2.

   3.

2. Two important cautions in using birth order for understanding children are:

   1.

   2.

3. Describe two behaviors that statistically are often observed in children who are:

   1. Oldest a.

      b.

   2. Middle a.

      b.

   3. Youngest a.

      b.

   4. Only a.

      b.

4. Adler and Dreikurs maintain that every individual develops a unique _____.

5. What are some of the effects of the democratic evolution according to Dreikurs?

6. A basic premise of Dreikurs's work is that all behavior is directed toward achieving a _____.

7. List the four goals of misbehavior:

   1.

   2.

   3.

   4.

8. When working with children, it is important not to simply label behavior. Rather we must:

9. Your understanding of Adler's basic concept of man:

END OF QUIZ: HAVE SOME COFFEE AFTER YOU HAND IN YOUR QUIZ.

Appendix G

RUDOLF DREIKURS: WORKSHEET-TAPE #2

A falacious assumption is that if a teacher or parent has the right _____, s/he will know what to do with children. In fact, the right _____ is the consequence of dealing with children successfully.

Dreikurs talks about specific and non-specific approaches for dealing with children. Non-specific approaches will be dealt with later in the class. Specific approaches are primarily _____. If you don't know the m_____ of children and don't have the knowledge to change that m_____, you cannot influence most children.

Some of the reasons that Dreikurs mentions to account for why we must suddenly understand children are:

Dreikurs's method is based upon Adlerian psychology. Adler's concept about the basic nature of persons states that we are s_____ beings who want primarily to find our place. But when a person becomes discouraged and believes that she/he can't find her/his place through useful means, she/he switches to the useless side and develops mistaken ideas about how to belong. Therefore, all behavior is looked upon as being _____. When you look for

causes of behavior, you are only _____. But we can look for c_____ of a child's behavior. We have to learn to be sensitive to the private _____ of the child, his/her ideas about himself and his/her place in the world.

What does Dreikurs say about punishment?

Dreikurs has identified four goals of behavior for children UP TO AGE _____.

The four goals of misbehavior are:

1.

2.

3.

4.

Dreikurs has identified three ways to diagnose which goal is in operation at a particular time with a specific child. They are:

1.

2.

3.

A teacher's response (emotional and impulsive response) is one of the most important ways to determine the child's goad. List each goal and the probable teacher response.

Goal	Teacher Response
1.	
2.	

3.

4.

Dreikurs believes that children are far _____ than adults. Children constantly observe, manipulate, and outsmart adults. Do you agree?

Dreikurs also says that scientific research has provided teachers with alibis for not dealing with children. Brain damage, dyslexia, etc. List a few others.

Finally, Dreikurs says that the greatest obstacle for parents and teachers in understanding children's goals is that they fail to realize _____.

Appendix H

CASE STUDIES

Kevin: Kevin is the oldest child in a family of three. He has a brother two years younger and a sister five years younger. His mother works in the principal's office.

Kevin is in the eighth grade and can read at the fifth grade level. He travels with a group known in school as the "greasers" and seems to be popular with the boys in the group. The girls seem a bit scared of him.

In class he will work as long as the work interests him. When he gets bored, he strikes some other child, shoots rubber bands or trips whoever is coming up the aisle. When reprimanded he either snarls or gives a smart remark. He has often told the teacher that she can't make him do anything. Trips to the principal's office do no good, and he has acquired some twenty detentions that he has yet to serve. He seems to enjoy his notoriety and often prefaces his actions in class with a "Watch this, guys," addressed to some of his friends. The teacher has tried to have private talks with him about his behavior and has tried making a number of contracts with him. He has broken all of them in a very short time; Mother is exasperated and pretends he doesn't belong to her while in school. Father can't be reached for comment.

Janet: Janet is the oldest of three girls, each spaced two years apart. She is very eager to please. She wants to make sure she gets everything right and asks that directions be repeated three or four times before she does anything. If she makes a mistake, she is very upset and eager to do make-up work or extra credit work. She often turns in double what is expected. On week-ends she takes home several books and asks the teacher for worksheets or an assignment to go with them. She is nervous about passing and wants to move into a higher group (this school is tracked by ability level) as soon as possible. When reassured by the teacher that she is doing well, she puts even more effort into whatever she is doing. Although in the seventh grade, Janet is reading on the third grade level.

Her parents are extremely concerned about Janet's progress and grades. They want her to go to college and

therefore want her to move out of her current track at the school as soon as possible. When the teacher sent home a letter commending Janet for work well done, they immediately assumed something was wrong and came to the school for a meeting. It turned out that they hadn't even read the letter.

Donald: Donald, age 13, was in an eighth grade English class designed to meet the needs of slow learners. He seldom did any work unless it was in some way related to minibikes or snowmobiles. The teacher therefore often used manuals and advertising materials from a local snowmobile dealer as reading material for him. About every ten minutes, Donald would make a Woody Woodpecker call at the top of his lungs. Usually, when the teacher reprimanded him, he would just smile and get back to his work. Sometimes he would challenge the teacher to try to make him stop and would make the noise again at a louder level. Numerous detentions seemed to do no good. Indeed, he often failed to show up after school. He also didn't seem to care if he was sent to the principal's office.

Donald is an only child of older parents. The mother is very concerned about Donald's behavior and the fact that he has been getting D's and F's in every subject for the last three years. The father is a mechanic and has little time to spend with Donald. He does, however, take part in snowmobile races with his son on weekends and is very proud of the fact that Donald has won a number of ribbons in those events. He feels that the situation in school is something Donald "will just get over" and isn't too concerned about the grades he is getting.

Steven: Stevie is the second of five children. His older brother, though two years his senior, is only one grade ahead of him in school. He looks up to his brother, Butch, and is quite proud of the fact that the two of them took part in a hold-up of a local package store last year. Butch is on probation, but because of his age, Stevie was let go with a warning. Stevie was born with a severe eye problem and has had eight operations in the past five years in an attempt to correct. He is cross-eyed and the other children make fun of him constantly because of it. The next operation may mean blindness if it is unsuccessful. He is skinny, undernourished, and, because of the family's severe poverty, poorly dressed. All of this further excludes him from the games of the other children. Stevie is 11 years old.

In class, Stevie sits without moving for hours at a time. He seldom does any work unless the teacher sits down and works with him. He complains that everything is too hard and too boring. The teacher keeps attempting to create more interesting and easier work for him. He is content to do puzzles and color games that are intended to help him with depth perception. Sometimes he shoots a rubber band or two at other children but otherwise, he keeps to himself. He never speaks and no emotion ever shows on his face. The teacher says that she feels sorry for him. She is also beginning to feel some frustration because nothing she does brings any interest into the boy's face.

APPENDIX I

Session #5 Open-Book Quiz

(Maintaining Sanity in the Classroom, pp. 54-100)

1. Why is deliberate thought and consideration on the part of the teacher so important in the initial contact with the child?

2. What are some of the ways that a teacher can transform resentment, on the part of a child who has a history of problems in school, into positive action?

3. Two ways a teacher can encourage a child are:

4. What negative effect may a very accomplished sibling have on a child?

5. What is the difference between praise and encouragement?

6. Two ways a teacher may discourage a child are:

7. Define the term "natural consequences" and give one example.

8. Define the term "logical consequences" and give one example.

9. Natural and logical consequences are only effective if they are applied _____ (one word, folks!).

10. "The application of natural and logical consequences is only a correctional method to deal with the immediate situation. It is not an end in itself." What must follow their application?

11. Why is it important that the classroom be treated as a group? What are the possible benefits of such a "group atmosphere" to the child?

12. Why are sociograms a useful tool for teachers?

Appendix J

CASE STUDIES

Joyce: Mother was writing a letter. Joyce, three, playing with her toys on the floor nearby, suddenly jumped up, ran to her Mother, and asked for a jug. Mother responded and then said, "Why don't you put your doll in the wagon and take her for a ride?" "I want you to play with me!" "After a while, Joyce. I have to finish this letter now." The child slowly went back to her play. After a few minutes, she said, "Can you play now, Mommie?" "Not yet, dear," Mother answered absently. Silence for a few minutes. "Mother, I have to go to the bathroom." "All right, Joyce, go ahead." "But I can't get my coveralls down." "Yes, you can," Mother answered, looking up. "You are a big girl now you know." Joyce made a few half-hearted attempts. "All right, honey. Come here. I'll help you this time." Joyce left the room and Mother resumed her writing. Presently the girl was back again needing help to pull her coveralls up. Mother again assisted and then returned to the letter. All was quiet for a few minutes until Joyce again asked, "Can you play now?" "In a few minutes, darling." Soon Joyce again came to Mother, hugged her knees, and said, "I love you, Mommie." "I love you, too," Mother answered, giving her daughter another hug. Joyce returned to her toys. Mother finished the letter and started playing with Joyce.

Karen: Five year old Karen was watching television. She had been reminded three times that it was past her bedtime. Each time that Mother spoke to her, Karen whined and pleaded to stay up and finish "this one program." Mother gave in because it was a good program. At the end of this one, however, when Mother told Karen again to go to bed, Karen ignored Mother, changed channels, and settled down for further watching. Mother entered the room. "Karen, it is way past your bedtime. Come on, now, be a good girl and go to bed." "No!" answered Karen Mother bent over her and said crossly, "I said for you to go to bed. Now get going!" "But Mother, I want to watch—" "Do you want me to spank you?" Mother interrupted. She turned off the television set. Karen immediately started screaming, "You mean old thing!" She dashed to the set and tried to turn it on again. Mother grabbed Karen's hands slapped her, and forcibly drove her from the room. "I've had enough out of

you, young lady. Now you get ready for bed. Go on, get those clothes off." Screaming defiance, Karen threw herself face down on the bed. Mother left the room somewhat shaken. Twenty minutes later, Mother came back to see how things were going and found Karen still dressed and looking at a book. Completely exasperated, Mother spanked Karen, undressed her, and put her to bed.

Jay: Eight year old Jay was having difficulty at school. In a conference, the teacher told Mother that he was an extremely poor reader, was behind in all subjects, and didn't seem to get anywhere, no matter how much he tried nor how much extra help she gave him. "What does Jay do to help at home?" Teacher asked. "I quit asking him to do things at home," Mother replied. "He doesn't want to do anything, and if he does, he is so clumsy and it goes so badly that I just don't ask him any more."

Alfred: Ten year old Alfred frequently forgot to take his lunch to school. As soon as Mother discovered the lunch, she would take it to school and make sure that it got to him. Every time this happened she bawled him out for his forgetting and reminded him how much it put her out to take his lunch to him. Alfred responded to these lectures with bad temper—and kept forgetting his lunch.

Hilda: The family was staying at a summer cottage. Daddy was out fishing and Mother was working in the kitchen. Five year old Hilda stood at the front door. "Mommie?" "Yes." "Mommie?" "Yes, dear." "Mommie?" "Yes, dear. What is it?" "Mommie!" Mother went to her child. "What?" "Walk." "In a little while." Mother returned to the kitchen. Hilda remained at the door with her nose pressed to the screen. "Mommie?" "Yes." The same routine was repeated three times. When the child started the fourth time, Mother went to her again. "Oh, all right, Hilda, we will go for a short walk. But I do have to get dinner ready." Mother took her hand, helped her down the steps, and they went for a walk.

Mary: Mother's friend stopped for coffee in the afternoon. As they visited, Mary, the youngest of three, came running

in with a tale of injustice from her playmate. Mother commented, "Well, I suppose she doesn't feel well this afternoon." "Why, Mommie?" Mother attempted to answer the "why." Every time Mother finished, the child asked another "why." Mother asked Mary to return to her play so that she could visit. Mary went out but was soon back with more "why's." Much of the visit was thus occupied. At last, Mother admitted to her friend, "That's just her way of getting attention when we have company."

Sue: "Empty the dog dish," Mother sternly demanded of Sue. "Aw heck. Why should I do it?" "I said to empty the dog dish, young lady. Now do it." "I don't see why I have to." "Because I told you to." The girl shrugged her shoulders and subtly avoided doing what her Mother had asked. A few hours later Mother found the dog's dish still dirty, with ants crawling all over it. She called Sue. "I thought I told you to empty this dish several hours ago. What is the reason for your not doing it?" Mother continued, "Now look at it! All covered with ants. Now take take of it. Right away!" Okay, okay." Sue, having placated her Mother, who had turned away, still disregarded the dish. A while later, Mother found it still dirty. This time she slapped Sue, who took it stony-faced. She refused to cry. "If you don't take care of this right now, you will go to bed early, and there won't be any television for you tonight. Besides that, you'll get your little tail whipped, but good. Now get at it." "All right, I will." Sue bent over the dish as Mother turned away, but she didn't clean it. Late that evening, Mother found the dish still dirty and unemptied.

George: George, five, climbed over the shopping carts in the supermarket, then scooted onto the rails and sat on the turnstile. "George, get down. You're going to get hurt." The boy ignored Mother and hung by his knees from the rail. "Come on, George, get down before you get hurt." Mother pulled a cart from the line. Her son pulled himself up and impishly sat on the turnstile to prevent another woman from coming through. Mother called, "George, get down so the lady can get through." George climbed down, then scrambled up onto the carts. "George, come on!" Mother preceded down the aisles without him. George played on the rails and turnstiles until his Mother had finished shopping and went after him to say she was ready to leave.

Wendy: Mother, Jean, four, and Wendy, almost three, were putting on wraps to go out and play in the snow. This was always a highlight for the girls since Mother really enjoyed the romp and took pleasure in building snow figures with them. Jean put on all of her wraps, including her boots, with no trouble. Wendy dawdled and pouted. She merely stood looking at her self-help snow suit, making no attempt to put it on. "Come on, Wendy, put your suit on," Mother admonished as she fastened her own boots. Wendy put her thumb in her mouth and stood helpless. "Oh, for Heaven's sake, Wendy! What is the matter with you? Sit down and do as I taught you." "I can't," the child whimpered. "You do it." "Oh, all right. Come here." Mother impatiently dressed Wendy. Jean watched all of this very contentedly.

John: John, age ten, was an extremely bright student in class. He always finished his assignments first and spent the extra time ridiculing the rest of the students for being so slow. The teacher tried to create more challenging work for him and offered him a number of alternatives for using his time. He rejected these suggestions sullenly stating, "Why should I have to do extra stuff just because everyone else is so stupid?" He also flatly stated that the teacher was probably just as stupid as his classmates and that school was definitely a waste of time for him. The teacher continued trying to win his cooperation, recognizing his brightness, offering him interesting and creative things to do. All overtures were rejected in a surly manner. When turning in his work, he almost threw it at the teacher over her desk. During creative writing, he wrote a composition that carefully explained how ugly and stupid his teacher seemed to him. Deeply hurt, the teacher tried to have a conference with him after school during which he reiterated his low estimation of her and everyone else.

Appendix K

CASE STUDY WORKSHEET

PART I

Analyze three case studies using the following questions as guidelines:

1. What is the child doing? Describe the specific behaviors.

2. What is the adult's emotional response?

3. What does adult do to attempt to correct the child? Again, describe behaviors.

4. What is the child's response to the attempted correction?

5. What, if anything, does the adult do as follow-through? Is a pattern becoming evident?

6. List any inferences that you have made in answering questions 1—5.

7. What do you think is the goal or goals of the child under consideration?

Do not go on to Part II until you receive further instructions.

PART II

Write up <u>one</u> <u>complete</u> case study using an incident that you reported in your homework. Include information that encompasses the same material as in questions 1—5 above. Do not reveal your perception of the goal. Do give enough information so that we can use the study for further practice in making educated guesses about a child's goal or goals.

Appendix L

RUDOLF DREIKURS: WORKSHEET—TAPE #3

The purpose of this tape is to outline the general principles for handling misbehavior and to see how knowledge of children's goals can be utilized to help you become a match for children. This is necessary so that you don't reinforce the child's mistaken goals.

Your expectations of a child's behavior may in fact influence whether or not that behavior is continued. Dreikurs says that children know when the jig is up. Young as they are, they are unwilling to _____ anything that doesn't get _____.

Before you can do the right thing, you have to stop doing the _____ thing. Why do we first have to tell parents and teachers what not to do?

Goal: Attention Getting

Principles:

Give _____ but not when the child disturbs.
The teacher has a little talk with the child (IN PRIVATE).
"Johnny, do you know why you're doing ___(name misbehaviors)___ ?
"Would you mind if I tell you why?"
"Could it be . . . ?"
"How many times do you think you'll need attention in the next hour?
Make a contract with the child to give him attention x number of times.
Give attention each time the child needs it. (Johnny, number 1!")
This way the child does get attintion but not the kind he _____.
Why might this not work?

Goal: Power

Principles:

First, realize that you can't beat the child into a s_____. Anyone who _____ with a child is bound to lose. The child is much more clever as she/he knows where to get you and, furthermore, she/he is not bound by _____.

Therefore, you must first admit your _____. Dreikurs says that there is nothing more pathetic than an authority who doesn't want to admit defeat. He maintains that the teacher will gain more _____ by admitting defeat than by fighting.

Second, confront the child with his/her goal indirectly. "I think Johnny wants to show us we can't stop him so we have to wait until he's through." The child can't win unless you _____ him/her.

The other children will help you to get her/him to stop. You might even _____ so other children to help the child.

Goal: Revenge

Principles:

The teacher has no chance in helping this type child unless she/he uses the _____. This takes a considerable amount of persistence and even self-sacrifice. Singling out this child for special attention and pity may help

a small percentage but it will deprive him/her of relationships with his/her peer group. The other children will be enraged. Why should he/she get away with so much?

Goal: Assumed disability

Principles:

Use the art of _____ to help this child to change his/her opinion about himself/herself. _____ of a child's opinion of himself/herself is not encouragement. He/she must be led carefully to a new opinion of himself/herself.

Case: Child in speech therapy class who tore up teacher-made materials - age 5.

Goal: _____ How do you know: _____

Why did this teacher succeed?

Case: Child referred because of reading problems - age 8 - Child refused to talk, wandered around room, etc.

Goal: _____ How do you know: _____

What did the teacher do that succeeded?

Case: Girl who bothered others constantly and did own work destructively.

Goal: _____

What teacher did that succeeded?

There is one hitch to this method. You may make the child dependent on praise. What is the best method for eliminating the need for praise?

What is the main difference between praise and encouragement?

Case: High school boy who was late for class. When told to go to the office for a slip, he refused.

Goal: _____

What teacher did that succeeded:

A serious enemy to Dreikurs's ideas is the civilian population. People believe that if you're against punishment, you are for _____. In fact, this is not so. Dreikurs is against indulgence and against spoiling. He is for limitations. Freedom cannot exist without them.

Appendix M

QUESTIONS FROM PSYCHOLOGY IN THE CLASSROOM, p. 53—58

1. Why discussions are necessary?
2. When to have them? (p. 55)
3. What should tone be? (p. 55) Why?
4. Why is it futile to look for "whys" of misbehavior? (p. 55) What is suggested alternative?
5. What is "recognition reflex/" (p. 56)
6. Why are flat disclosures by the teacher of what s/he thinks is going on not helpful? (p. 56)
7. Emphasize process of discussion:
   - permission
   - could it be
   - recognition reflex if right
   - talking about alternatives—kid, make suggestions
   - try to do more listening than talking
   - show understanding for what child feels
   - don't contradict
   - make contract
   - follow through
   - use encouragement
8. Distinction between psychoanalysis and interpretation —important.

Appendix N

MAINTAINING SANITY IN THE CLASSROOM--WORKSHEET

pp. 100 - 185:

As you read, answer the following questions in your notebooks. Copy the question, then write your response. This will help to give you a study guide that will be useful later.

1. How does group discussion differ from conversation?
2. List at least five purposes for group discussions.
3. What is the first task of group discussion?
4. What are two common mistakes teachers often make when conducting group discussions?
5. What role does the teacher ultimately take during class discussions?
6. What should be the number and nature of game rules established for group discussions?
7. What are some of the ways that a teacher can insure total group participation?
8. What should a teacher do if one student tries to humiliate another during group discussions?
9. What is the difference between conformity and cooperation?
10. List some of the ways in which stories can be useful tools in training children.
11. Explain the three uses of role playing.
12. What are the four steps to role playing?
13. What is the purpose of the class council?
14. What is the role of the teacher during the class council?
15. Why should "minutes" be taken during the class council?
16. Explain Dreikurs's concept of the democratic classroom.

17. What are the implications, for teachers, of Lewin's Iowa Experiment?

18. What is Dreikurs's opinion of punishment?

19. What is Dreikurs's opinion of grading?

20. List the four fundamental beliefs that underlie democratic living.

21. Explain Dreikurs's concept of cooperation.

22. Why are firmness and kindness essential to a democratic classroom?

Appendix O

Alternative for Final Project - Due April 9th

1. Write a complete case study, á là Sr. Mary Ellen on Tape #10, for each of the selected children in your class (both the two misbehaviors and the one "good" kid). Include a number of behavior patterns. Use the seven steps described for case study in the hand-out you received in class. Give both information and complete analysis using the skills you've learned in this class.

2. Read Children: the Challenge by Dreikurs and Individual Psychology by Alfred Adler. Write a paper indicating how Adler's principles are utilized by Dreikurs. Be specific.

3. Conduct four class discussions. Tape record and transcribe. Critique each discussion on the basis of the "considerations for class discussions" described in Chapter 3 of Maintaining Sanity.

Final Exam

Format: short answer and essay

Content: Readings from book: Maintaining Sanity in the Classroom

Readings from hand-outs:
Why Study Birth Order
Characteristics of Family Constellations
Why Not Praise
Praise Reappraised
But Punishment Works
The Courage to be Imperfect
Encouragement
Chapters from Psychology in the Classroom

Notes from the video tapes

Notes from class

At least one case study will be included for analysis.

Appendix P

CONSIDERATIONS FOR GROUP DISCUSSION

1. establish ground rules
2. encourage each student to contribute in any way she/he can
3. the teacher is a facilitator, not a preacher
4. focus on useful and constructive thinking
5. stimulate ideas through open-ended questioning, problems that require observation, evaluation, and conclusion by group
6. give practice in group decision making and learning to live with the consequences of a decision
7. allow time for evaluation and assessment of past performance and making plans for the future (take minutes to keep track)
8. be sure to bring closure to each discussion

CONSIDERATIONS FOR CLASS COUNCIL

(Reminder: Class councils cannot be set up until class discussion have been established and practiced.)

1. all considerations of class discussion must apply
2. teacher must sit with the children and participate as an equal
3. classcouncil must meet regularly at a specified day and time - beginning and ending time for the meetings must be understood
4. rotating leadership, class selects 2-3 members of the class to be on the council at a time. This should change every 2 - 3 weeks.
5. grievances and suggestions are brought to council by class members

6. ground rules for use of council should be decided by the class as a whole with the teacher as a member

7. keep minutes

Appendix Q

RUDOLF DREIKURS: WORKSHEET—TAPE #4

Specific approaches are aimed at understanding the _____ child. Non-specific approaches are effective with _____ children; two outstanding features of non-specific approaches are (1) _____ and (2) _____, which replace the traditional forms of _____ and _____.

A key word in dealing with all persons, especially with children is ENCOURAGEMENT. Whatever we do with children has the net effect of _____ them or _____ them. If we feel discouraged, we cannot help but _____ children. _____ is a skill we haven't had much chance to practice in our culture which systematically focuses on mistakes, and on punishment and reward, praise and criticism, as measures to correct misbehavior and mistakes. If the mistake is corrected and the child is _____ in the process, then we have been _____.

Discouragement is never justified. No matter what our reason for discouraging a child, _____ always causes harm. While discouraging children may keep them off our backs for the moment, it could keep them off their own feet for a lifetime.

The essential part of _____ is to improve a child's confidence in himself/herself, respect for himself/

herself, to help the child to accept himself/herself as he/she is. What can we do to _____ the child's picture of herself/himself? We can help the child to overcome feelings of inferiority by helping her/him to feel a part of the situation and the people she/he is involved with. When the child feels apart from people and situations, she/he _____ by being _____ and looking down on others, she/he gives up altogether.

When we try to _____ children, we can't be sure we've succeeded until we look to see how the child _____ to our encouragement. When we say, "I'm sure you can do it," one child may be encouraged and another discouraged. What is crucial is not what we _____ or _____ to encourage the child, but how the child _____.

The first thing we need to do is to find something _____ about even the most _____ child. Every child deserves _____ for something, even if it is for having the energy, power and cleverness to run circles around _____. As the child has chosen to be _____, the child can choose to be _____. The child, and the teacher, needs to appreciate the child's power to choose.

We use _____ when a child does something right. We must encourage a child especially when she/he does something _____. The strongest encouraging influence comes from the _____. The teacher must lead children

to exert an _____ _____ on each other. The teacher, of course, serves as the child's primary model in learning the skills of encouragement.

Even if the child is discouraged, the teacher need not be discouraged, if she/he recognized the _____ of the child. Children mistakenly assume that because they are unable to _____ something, they are _____ as persons. When we don't accept children as they are, they won't accept themselves.

_____ is retaliatory. It is effective only in an _____ system and it depends upon the _____ willingness to be disliked and feared. LOGICAL CONSEQUENCES arise out of the situation. "Since the class is very noisy, I won't be heard, so I won't talk. I'll wait until you are ready."

With logical consequences, as with encouragement, what works with one child may not work with another. We need to _____ the child, to _____ his/her goal(s), and to remain calm. As soon as we become _____, upset, emotionally involved in the child's behavior, we can be sure that the child's misbehavior will _____.

Appendix R

RUSHIN' BASEBALL

Purpose: To help children learn where rules come from, why some rules may be necessary, when rules become restrictive rather than helpful, how rules may be negotiated and/or changed.

Equipment: large playground ball such as soccer ball, softball bat

Rules of the Game:

1. The pitcher is from your own team. It is his/her job to help each team member make a successful hit.

2. The pitcher may stand anywhere she/he pleases in relation to the batter and may change her/his position with each batter.

3. Each batter gets only one chance to hit the ball - one pitch.

4. First base is very close to home plate - no more than fifteen feet away. It is normal base size. Second base is far from first - about 1½ normal baseline. It is at least 5' X 3' in size. There is no third base.

5. Players may pile up on first base and run for second together. (All players on a base must be legitimately touching it.)

6. Players may pile up on second and run for home together.

7. However, once a player passes a base she/he must go on to the next base. No returning to a base is permitted.

8. If the ball is returned to the pitcher, all players who are still running must stop where they are. They may continue running to their destinations on the next hit.

9. There are no baselines. (A student once succeeded in making home by running off the field, into the nearby woods, into the front door of the school, through several corridors, and out the back door. By that time the other team had forgotten all about her. She was able to sneak safely to home plate and to score a run for her team.)

10. A team is "up" until all members of the team have had a chance to be batter. The pitcher of a given team is the last person up. One of his/her team mates pitches for him/her.

11. A team may be prevented from scoring by tagging the runner or by catching a pop fly.

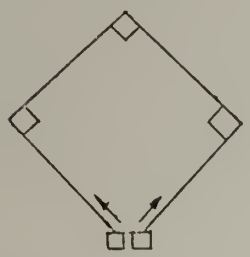
12. The team that scores the most runs wins. (Number of innings is arranged before play begins.)

ALL other rules are negotiable. Whenever someone wants a new rule (for example, for interference, clarifying the pitcher's role, etc.), everyone gathers at center field for discussion and negotiation. Some time should be spent after the game to discuss what happened, how rules were made, etc. to help the children articulate what they have been learning.

Developed by Dr. Jeff Eiseman
University of Massachusetts,
School of Education

Appendix S

BI—BASEBALL



Purpose: To help children learn where rules come from, why some rules may be necessary, when rules become restrictive rather than helpful, how rules may be negotiated and/or changed.

Rules of the Game:

1. Played on indoor regulation diamond, such as used for whiffleball or on an outside baseball diamond. Exception: There are two home plates, side by side, approximately four feet apart.

2. Players are evenly divided into two teams.

3. Batting team sends two batters up at the same time. The entire team bats before the side is retired. Ignore the outs, count only the runs.

4. Pitcher bounces two 6" rubber balls to the batters; batters hit the ball with open or closed hand (kicking is easier for smaller children). Even if the batter completely misses the ball he must run because he has only one chance to hit. Batter on left-home plate must run clockwise, batter on right-home plate must run counter-clockwise.

5. There may be one, two or more runners on a base at the same time as long as there is room. Runners may run together.

6. There is no fair or foul area; all balls hit are in play. A force-out can occur only on the batter on the way to "her/his" first base. At any other base, the runner must be tagged. On a fly ball, if the fielder makes a fair catch, he must identify the batter he is calling "out" by shouting the batter's name as he catches the ball.

7. Base runners have the choice of attempting to score on either home plate.

8. Either ball may be used to retire any runner.

9. Base runners may keep running until such time as the pitcher has both balls and is ready to pitch again.

10. All other rules are negotiable.

Hints:

If the teacher plays and attempts to "get away" with a number of nutty moves (such as running all over the field before going to first base, or jumping over the pitch instead of kicking it) it will loosen the kids up so that they too will try to stretch the limits of the rules. Whenever others object to someone's behavior, everyone is called in to center field to discuss whether or not a rule should be made. Some time should be spent after the game to discuss what happened, how rules were made, etc. to help the children articulate what they have been learning.

Developed by Charlotte Robinson, teacher in Montague, Massachusetts, and Marie Hartwell Walker

Appendix T

EXERCISES TO HELP STUDENTS LEARN ABOUT COOPERATION

Compiled and adapted by
Marie Hartwell Walker

The following exercises can help students learn to cooperate with each other to accomplish a task. Any exercise can focus on cooperation. Cooperation is more an attitude than a method. The point of these exercises is not that cooperation is necessarily better than competition, but that there are times when it is more appropriate. Our purpose is to help each student learn for him/herself both methods for approaching a proglem. The student can then make a legitimate choice when confronted with a situation. As with all exercises, these should be carefully processed to helpthe learner understand the significance of the exexercises in relation to his/her own life.

I. Collective Book Writing

On a large sheet of construction paper, staple a piece of small composition paper so that, when folded, you have a book with a space for an illustration on the left page and a story on the right. See diagram. Explain that everyone will be part of creating everyone else's book. After each task, the book will be passed to another person who will complete the next task, and so on. Eventually, the books will be returned to the original owner.

Tasks:

1. Open the book. Draw an interesting squiggle on the left page.
2. 30 seconds to find an object or interesting shape in the squiggle and color it in.
3. repeat above
4. repeat above
5. repeat above
6. Look at the collective drawing. Write the first sentence of a story that could go with the drawing.

7. Add a sentence that adds some action.
8. Add a sentence that adds an animal to the story.
9. Add a sentence that adds another action.
10. Add a sentence that will almost end the story.
11. Add an ending—try to make it surprising.
12. Think of a title for the book and put it on the front cover.
13. 30 seconds to illustrate the title on the front cover.
14. Repeat above.
15. Repeat above.
16. Back to the original owner for finishing touches.

Allow time for all of the "authors" of the book to sign their names under the title.

II. Collective Poetry (or Songs)

Ask the class to brainstorm all of the words they can think of that are associated for them with Spring (or one of the other season, or any other word that hos lots of connotations. Holidays work well too.) Guide the brainstorming so that verbs and adjectives as well as nouns are suggested—"How about some action words now?" Divid the class into groups of four. Provide each group with a large sheet of manila paper. As a group, the students are to choose up to ten words and put them together into a poem. The poem is written by some of the group members on the paper and the group collectively illustrates it. All group members sign the effort. Display these proudly around the room. If some of the students would like to, they might try setting these poems to music.—You might do several different brainstorms before starting and allow the groups to choose which topic they like best.

III. Environmental Happening

Explain to the students that you are going to create a new environment together. Ask them to bring in things from home that would make the room more interesting. Encourage them to think of unusual and interesting things. You might even brainstorm possibilities. The next day, play music, decorate the classroom. Make it strange. Make it like a party. Take lots of pictures, before, during and after. Pass out balloons and lollipops. What does the room say about the group after it is finished? Consider asking students to get into pairs with one person blindfolded, the other taking the role of a leader and guiding

the blindfolded person through the new environment. Explore the room with touch and smell and hearing. Brainstorm sensations and feeling that the new room gives to all of you.

IV. Light Show

Darken the room as much as possible. With flashlights, overheard projector, colored cellophane, mirrors and tinfoil, play with the space in the room in a new way. Pass out instruments to some of the students (tamborines, bells, blocks, etc.) and ask them to make music to go with the light show. Start some new songs. Rounds like "Row, Row, Row Your Boat" are fun. Bring the room to silence and darkness. Talk about what happened.

V. Skits

Divide the class into groups of four. Give each group a box into which you have placed three or four props. Make them unusual. For example: one box might contain a small bag of rice, a tape measure and a feather. Give the groups ten minutes to come up with, rehearse and title their skits. The skits must incorporate the props. Put the skits on for each other.

VI. Human Machines

Divide the group into groups of eight. Each group is given ten minutes to create a machine using their own bodies. They might wish to add sounds. Make up a new name for each machine. Demonstrate them for each other.

VII. Cooperation Standing

Choose partners. Sit back to back, legs straight out front. Interlock arms and try to stand up together by pushing against each other's backs. Find the easiest way to do it.

Choose partners. Partner 1 stands at the feet of Partner 2. Partner 1 leans over and holds the hands of Partner 2 who is lying stiff as a board. Pull up Partner 2. Reverse.

Think of other games that require physical cooperation.

VIII. Blindfolded Artists

You will need crayons and paper for each player and enough blindfolds for everyone. Blindfold all of the students and let them draw any picture that they wish. The pictures are then exhibited. OR Blindfold half of the class. Each "artist" is told what to draw by a sighted classmate. Allow time for the artists to become guides and the guides to take a turn at being blindfolded artists. Display the results. Talk about what happened.

IX. Picture Puzzles

Prepare a puzzle for each child in the room by pasting a large colorful picture or advertisement from a magazine on a thin piece of cardboard (or have the children prepare the puzzles). Cut each puzzle into no more than six pieces that are irregular and unusual in shape. Each puzzle should be cut into the same number of pieces. If you are working with younger children, you might want to have fewer puzzle pieces. Give each child an equal number of pieces. Explain that the object of the game is to help everyone complete one puzzle. Pieces may be traded, exchanged or given away. However, no one may take a piece from someone else. All exchanges must be negotiated.

You can add other dimensions to this game by stating that all negotiations must be non-verbal. OR Add a time limit. OR On another round, try handing out unequal numbers of pieces.

This game can be played a number of times using the different variations suggested as well as others you might wish to add. Talk about what happens each time.

X. Crazy Architecture

Give each child a large piece of paper and a pencil or crayon. Ask each student to write his/her name on the back of the paper. (This is so that pictures can be returned to original owners at the end of the activity.) Blindfold everyone. Explain that you are going to give a series of instructions about what to draw. After each instruction is followed, the paper will be passed to the right (or down the row, whatever . . .) and that person

will follow the next direction that is given, etc. The following are suggestions for the instructions.

1. Draw a house without windows or doors.
   Pass the paper on.

2. Add windows and doors to the house.
   Pass the paper on.

3. Put a garage next to the house.
   Pass the paper on.

4. Put a car in front of the garage.
   Pass the paper on.

5. Add a tree to the picture.
   Pass the paper on.

6. Add a flower garden.
   Pass the paper on.

7. Add a mailbox.
   Pass the paper on.

8. Draw a few clouds in the sky.
   Pass the paper on.

9. Add a sun.
   Pass the paper on.

Hint: Ten items are about the maximum number that can be drawn before the picture becomes completely unintelligible.

Ask the students to remove their blindfolds, to pass the pictures back to the original artists. Allow time for titling the pictures, displaying them and for talking about what happened. You might repeat the activity with a different scene: a city block, a shopping center, a farm yard.

XI. Map of the States

Divide the class into groups of four. Give each group a map of the United States which you have dittoed. These maps should only outline the individual states but should not have any state or place names written on them. Post a large detailed map of the States outside your room in the hall. Explain that the object of the activity is for

each group to fill in all of the names of all of the states. To do this, one member of each group may leave the room at a time to look at the master map. She/he may then come back to the group to report what she/he has found. Another group member may then leave to gather more information. When all of the groups have finished, process the activity. Except for the described rules, groups are free to develop any system they can to complete the task.

There are many variations possible in this activity. Maps of other countries may be used. Older children might be asked to fill in the state capital as well as the state. Use it to put together a list of correctly spelled words. Or simply place a picture outside the room which the group must duplicate as accurately as possible.

XII. Balloon Sculpture

Divide the class into groups of four. Give each student five balloons. (Try to get the packages of balloons that have different shapes and colors in them.) Give the groups twenty minutes to design and construct group sculptures with their balloons. Broken balloons are not replaced. Have masking tape, string and some wire on hand for the groups to use if they wish. Allow time for processing and exhibiting the results.

XIII. Crazy Animals

Provide each child with a bag of assorted scraps—rick rack, buttons, paper cuttings, bits of wood, pieces of string, yarn, rubber bands, scraps of material. Each student is to construct an imaginary animal—three dimensional or mounted on a cardboard backing. (Cut up cardboard boxes make good backing material.) After the animal is completed, ask each person to write a story about this animal, giving it a name, describing its habits, where it lives and so forth. While the students are making their animals, permit them to exchange materials with others.

An adaption that is often successful is for a group of four students to pool their materials and to make one large animal or several related animals.

XIV. Instrument Making

Start a new class project. Explain that you are interested in starting a class orchestra but that you need instruments. Enlist everyone's help making instruments that everyone will use. A simple trumpet can be made with a funnel and a length of hose; a broomstick can be cut up and the pieces sanded and shellacked to make rhythm sticks; maracas can be made with paper mache put over balloons, bursting the balloons when dry and filling with dried peas; drums can be constructed from oatmeal boxes; instruments you've never heard of can be made with miscellaneous pieces of wire, metal, wood, string, rubber bands, old guitar strings and the like. Have fun experimenting. Set groups to work composing pieces for the orchestra. Or have groups select a given number of instruments to work with to come up with a musical composition to play for the class. Or read a poem and ask the orchestra to accompany it appropriately.

Appendix U

From The Prophet by Kahlil Gibran

And a woman who held a babe against
her bosom said, Speak to us of Children.

And he said:

Your children are not your children.
They are the sons and daughter of Life's
longing for itself.
They come through you but not from you,
And though they are with you yet they
belong not to you.

You may give them your love but not
your thoughts,
For they have their own thoughts.
You may house their bodies but not
their souls,
For their souls dwell in the house of
tomorrow, which you cannot visit, not even
in your dreams.
You may strive to be like them, but seek
not to make them like you.
For life goes not backward nor tarries
with yesterday.

You are the bows from which your
children as living arrows are sent forth.
The archer sees the mark upon the path.
of the infinite, and he bends you with his
might that his arrows may go swift and far.
Let your bending in the archer's hand
be for gladness;
For even as he loves the arrow that flies
so he loves also the bow that is stable.

Appendix V

NOTES ON TAPE # 10

1. describe what child is doing, what problems are

2. what you know about background—how child came to this kind of behavior

3. what you did in past

4. make plans for correcting the problems

- can't expect a gimmick to change behavior—have to understand problem first—then make plans

- behavior is the real McCoy—take it seriously—it expresses the goal—everything a child does is movement toward goal, i.e., purposive

- attention: accepts teacher's help; her suffering is a means to get teacher's attention

- only child; older parents, fighting between mother and kid—mother called teacher and told her that kid couldn't have birthday party if she doesn't stop fighting—father on the road—doesn't want fighting when home, more against mother; father eggs Nanette on—Nanette gets anything from father—father actually the trouble maker—stimulates the child to provoke

- father admitted to spoiling

- mother wants teacher to handle kid all day

- mother and father each has own right and obligation to treat child as she/he sees fit—child can play one against the other

- have to see total situation—often the person who <u>seems</u> to be at fault in mistreating or provoking child isn't really the problem

- sister separated children, tried to encourage whatever little work she did do—talked a lot—teacher would get <u>furious</u>

- crucial factor in revealing goal

- sister punished her—tried to get even

- making plans for total situation:

1. could confront Nanette with her goals (psychological approach)

   - do when not fighting
   - private talk or discussing problem in group
   - in private—confront her with what sh'e doing to her teacher
   - in class—discuss children's behavior in general removes "specialness"

2. teacher withdraw herself from struggle

   - do no talking
   - class discussion—what should be done when someone can't function
   - with power—can't apply logical consequences, they interpret it as punishment
   - instead wait until she's doing something wrong, get someone in class to help her—become project for whole class

3. tell mother to stop talking (make her aware of how child defeats her)

   - tell mother to use bathroom as a place for withdrawal
   - tell father he's doing harm; explain problem
   - if you struggle—no help
   - if you can show Mother how she can withdraw, you can win her
   - use class to deal with problems; how to understand her and goals—not to punish—share responsibility with class

Appendix W

BACKGROUND DATA ON TEACHERS

Teacher No.	Sex: Age	Currently Teaching Gd. level	Class Size	Ed. level	Yrs. Teaching Exp.	Yrs. in Easthampton	Other courses in classroom management
02	F:27	2	28	MA+	6	1	yes, 2
04	F:24	2	28	BA+	3	3	no
05	F:29	2T*	15	BA+	2	2	no
07	F:30	2	26	BSEd+	10	1	no
08	M:23	4	26	BSEd	2	2	no
09	F:46	K (aide)	24 (a.m.) 25 (p.m.)	Working on Assoc. Degree in Ed.	6	6	yes, 2
11	F:45	4	24	BA+	6	1	yes, 1
12	F:52	4	25	BA+	7	7	no
15	F:24	1	21	BA	3	3	no
16	F:56	4	25	MEd+	26	10	yes, 1
17	F:32	3	27	BSEd	4	4	no
18	F:29	1	24	BSEd	8	8	no
20	F:24	2	29	BA+	3	1	no
21	F:29	K	24 (a.m.) 25 (p.m.)	BSEd	7	6	no

* Transition class.

\+ Pursuing graduate work toward next degree.

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